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ABSTRACT

This handbook for kindergarten teachers attempts to provide a foundation on which teachers can build dynamic kindergartens at the community level. The physical, social, and cultural characteristics of 5-year-olds are described. A philosophy for kindergarten is stated, and goals of kindergarten education are listed. Goals involve physical, social, emotional, intellectual, and cultural development, as well as parental and community involvment in education. For each of the five developmental goals, a series of relevant children's activities, related instructional materials, and guidelines for instruction, are presented. Also offered are suggestions for addressing the goals relating to community and parent involvement. A program designed to meet these goals involves: (1) encouraging children's play; (2) using an integrated curriculum; (3) dividing kindergarten days into blocks of time; (4) dividing the kindergarten space into activity centers; and (5) relating instruction to particular themes. Characteristics of teachers and teacher's aides are described. Discussion then turns to reasons and suggestions for evaluating children. Samples of evaluation forms are included. Requirements for proper educational administration are discussed, and sample administrative forms are provided. Appendices include a list of curriculum guides and a 32-item bibliography. An index is also included. (BC)

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A Start in Something New

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A Start in Something New

The title is what this publication is all about:

- *A new phase in the life of a child who leaves home to spend 3 hours a day in an environment which is new to him;*
- *A new phase in the development of programs by the Department of Education which has now begun to look at the needs of Kindergarten teachers and children;*
- *A start in the development of a program which will have major input and adaptation from the local school and community;*
- *A start in looking more closely at philosophy and goals which are meaningful, attainable and realistic.*

Dorene Redshaw is to be complimented for the excellent work she has done in the development of this production.

All Superintendents are directed to ensure that the philosophy and goals are implemented and that the necessary feedback is provided to the Education Programs and Evaluation Division of the Department of Education.

Brian Lewis
Director
Department of Education

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FOREWORD

The basic commitment of the Kindergarten Workshop, held in Yellowknife in April 1978, was to formulate a philosophy and a set of goals for Kindergartens in the Northwest Territories. This was accomplished and the results form the base of this guidebook: A START IN SOMETHING NEW.

Where do we go from here?

Teaching Kindergarten is a "lifetime of learning" process. It is a demanding position which becomes more so in our day as new methods and curricula are forever changing. In the midst of this, the teachers are the ones who cope with the children and the changes, trying to maintain a balance that will enable the child to remain the focus of what happens to him. Even well-trained, experienced teachers have difficulties with this concept.

Then what about the "Jeanettes" of the teaching world? These are the untrained aides and teachers who have never faced a class of 5 year olds before. They are truly experiencing "A Start In Something New". They have a great deal to offer to little children and they need immediate help in terms of "How's and Why's" to be able to cope with a new class of Kindergarten children. "Bind them together with activities, materials and understanding". Thus our goals were interpreted in those terms.

This book is non-prescriptive. It is a beginning on which to build dynamic Kindergartens at the community level to suit particular needs. We ask teachers to read it, but we also ask them to "read" the individual children and plan from there. Above all, we urge them to have faith in themselves and to enjoy the children. For them, Kindergarten is also a "START IN SOMETHING NEW".

Dorene Redshaw

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ACKNOWLEDGEMENTS

The Department of Education acknowledges the work done by Dorene Redshaw, a teacher on secondment from the Yellowknife Public School Board. It was her task to organize the information received by mail from Kindergarten teachers across the Northwest Territories and from those who attended a regional Kindergarten workshop held in April, 1978. Dorene is to be complimented for her achievement over such a short period of time: April to June, 1978.

The recommended philosophy and goals came essentially from the following workshop participants:

Beaulah Phillpot
Marianne Moll
Carol Vermeulen
} *parents*

Marilyn Driver
Cathy McGregor
Judi Giesbrecht
Jeanine Gauthier
Jean Sadoway
Diane Wilton
Bev Geisler
Marjorie Huk
Heidi Hamburg
Annie Manning
Louise Jovanovic

Thanks to the patient, persistent and pretty typist, Karla Buttler.

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This is My Way

What is Your Way?

The Way Doesn't Exist

Friedrich Nietzsche

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What does education mean?

Who knows the answer?

Maybe there's somebody in this room who had a degree in education.

Maybe he knows the answer.

I don't know.

How can I predict how my younger brothers and sisters should be educated?

I'm sure my grandparents didn't know what my mom and dad would have to encounter in life.

They didn't know how to educate them.

Just like I can't predict how they should be educated.

But one thing I know is, if my children are proud, if my children have identity, if my children know who they are, they'll be able to encounter anything in life.

I think this is what education means.

Some people say that a man without education might as well be dead.

I say, a man without identity, if a man doesn't know who he is, might as well be dead.

Margaret Nick
Eskimo leader from Nunapitchuk, Alaska

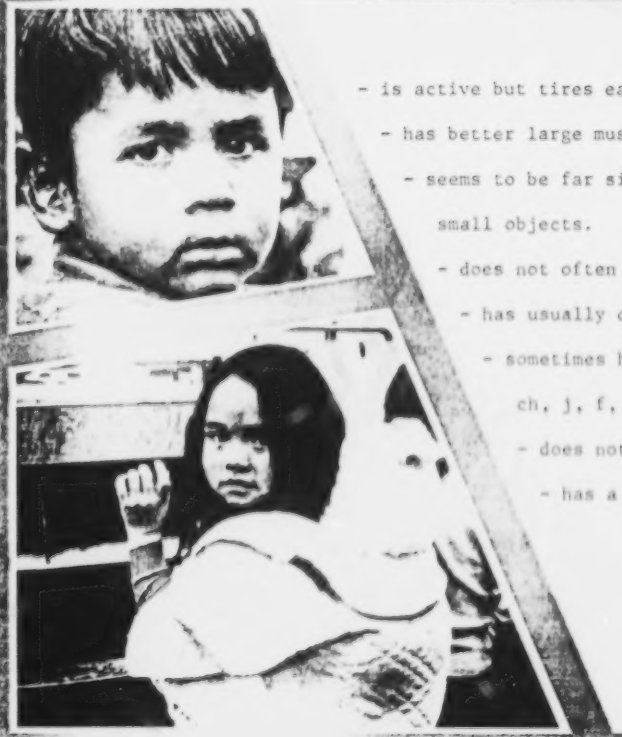
March, 1969.

In John Collier's Alaskan Eskimo Education, New York: Holt, Rinehart and Winston. 1973, P. 121.

DEVELOPMENTAL CHARACTERISTICS OF FIVE YEAR OLDS

How Are They the Same?

Physically the Five Year Old



- is active but tires easily.
- has better large muscle control than fine muscle control.
- seems to be far sighted and therefore has difficulty focusing on small objects.
- does not often have well developed eye-hand coordination.
- has usually developed handedness (a preference of one hand over the other).
- sometimes has faulty and/or immature speech. Sounds such as r, l, s, z, sh, ch, j, f, v, and th may not develop until 6-7½ years of age.
- does not have fully-developed auditory perception.
- has a short attention span.

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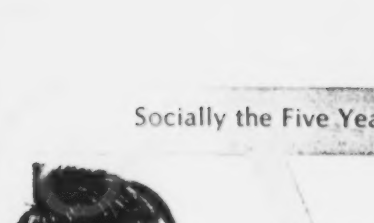
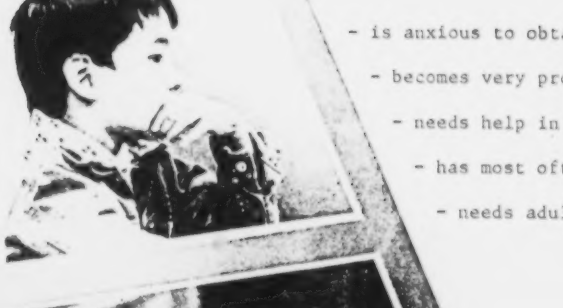
Socially the Five Year Old





- is anxious to obtain group approval.
- becomes very protective of his friends as friendships develop and grow.
- needs help in learning how to share material and time with adults.
- has most often not developed any prejudices of status, color, race, religion.
- needs adult guidance in learning to listen.

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Culturally the Five Year Old

- needs adult guidance in order to broaden his interests in music, literature, drama, movement, and visual arts.

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DEVELOPMENTAL CHARACTERISTICS OF FIVE YEAR OLDS

How Are They Different?

Developmental Factors

- the social, physical, intellectual, cultural and emotional growth of each child is uneven.
- the rate of development differs with each child.
- growth in each of the areas of development is interrelated, e.g. what a child learns socially affects his intellectual learning.
- girls and boys develop at different rates.
  - girls' fine motor control develops at a faster rate and their overall coordination seems to be more advanced.
  - girls seem to handle the whole area of language (listening, speaking, reading, and writing) in a more comfortable, mature manner.
  - emotionally, boys are more tense and quarrelsome.
  - boys are often more curious about their world.
  - girls tend to be more interested in social relationships.

Environmental Factors

- the experiences of each child are different.
- the interests of each child are different.
- the home life of each child is different.

KINDERGARTEN PHILOSOPHY

Kindergarten is the initial transition from informal learning experiences at home to schooling. The program is based upon, and extends, from the child's first years of life within the family and community and accepts and reflects the habits, attitudes and values of both.

Kindergarten depends upon parent and community involvement in the operation of the program. Communication between parent, teacher and child is very important.

Kindergarten is a carefully planned program of unstructured and structured learning experiences that help each child to develop physically, socially, emotionally, culturally, and intellectually. It is important to provide a program that balances development in each area and emphasizes the process of learning.

Kindergarten provides a warm, friendly environment where each child works to meet personal needs according to ability and previous experience. Activities emphasize the strengths, skills and interests the children bring to school, and help to stimulate new interests, extend experiences and strengthen weaknesses as well.

Kindergarten offers opportunities for children to learn through the manipulation of concrete materials. Experiences involve all of the child's senses, and develop through playing, observing, exploring, experimenting, and discovering. These activities form the foundation upon which abstract concepts are built.

Kindergarten focuses on developing the child's ability to understand and use language. Language is used to reinforce a variety of experiences which extend vocabulary, develop listening and speaking skills, and build concepts.

PHYSICAL GOALS

THE KINDERGARTEN WILL PROMOTE:

The development of large muscles.
The improvement of fine muscle coordination.
The identification of body parts and position in space (space awareness).
The body's physical needs and safety.
The understanding of personal hygiene.
The use of all the senses.

SOCIAL GOALS

THE KINDERGARTEN WILL PROMOTE:

The ability to interact with others courteously and cooperatively; in one to one situations and in groups, both physically and verbally.

Sensitivity towards the feelings of others.

Acceptance and appreciation of others.

The ability to share ideas, experiences, materials, equipment and people.

The awareness of the child's position in his family, community and school.

EMOTIONAL GOALS

THE KINDERGARTEN WILL PROMOTE:

A feeling that each child is a unique, important and competent individual.

The ability to make choices and decisions through self-motivation and self-direction.

A feeling that school is a safe, happy place by providing a warm, loving, supportive atmosphere that emphasizes the idea that learning is fun.

INTELLECTUAL GOALS

THE KINDERGARTEN WILL PROMOTE:

A program based on the needs, interests and abilities of each child.

A child's curiosity and love for learning.

Problem solving skills: discussing, questioning, organizing, classifying and drawing conclusions.

The development of language skills in speaking and listening.

The development of math skills.

CULTURAL GOALS

THE KINDERGARTEN WILL PROMOTE:

The development of an awareness of various cultural backgrounds in the community, in the Northwest Territories, in Canada and around the world.

Exposure to various cultural media - including music, stories, poems, legends, drama, visual arts and crafts, ethnic foods, festivals, etc.

Participation in Music.

Participation in Drama, Creative Movement and Dance.

Participation in Arts and Crafts.

Emphasis on Originality and Creativity.

PARENTAL INVOLVEMENT

THE KINDERGARTEN WILL PROMOTE:

Socialization; getting to know each other.

Teacher --- Child
Parent --- Teacher
Parent --- Parent
Parent --- Child

The sharing of ideas on child need and development.

A pooling of resources, material and people.

Opportunities for parents to observe their child's ability to interact with other children and adults.

Opportunities for parents to participate in the development and operation of the Kindergarten program.

COMMUNITY INVOLVEMENT

THE KINDERGARTEN WILL PROMOTE:

The use of community facilities, people and material as educational resources.

Opportunities for the community to learn about school programs.

CHILDREN'S RELATED ACTIVITIES

Can child move like various transportation vehicles - bikes, cars, dump trucks, airplane?

How many ways can you hop? Hopscotch, in and out of tires or hoops, on one spot, arms folded, Bunny Hop, eyes closed.

Marching to appropriate music. Form rhythm band and march while playing.

Musical Freeze Game: move like the music tells you - freeze when it stops in exact position you are in.

Try as many varied forms of moving as you can think of: leaping, jogging, running, crawling, creeping, slithering, skating, falling, rolling, throwing, rocking, pounding.

Dance with scarves, feathers, or bells in your hand.

Keep balloons up in the air.

RELATED MATERIALS

Punching bag - use pillow case full of stuffed toys or make lifesize doll from 5 yr. old clothing, stuff, make cotton face, button eyes, wool hair, etc. - suspend from ceiling.

Cut out 12 oilcloth footprints - tape on floor - children walk on these. Each week extend lengths of steps to be taken. See if they gradually recognize what is going on.

Tape a narrow path on floor for child to practice heel-to-toe walking: first looking at feet, then looking at target in front of him.

Equipment will help, but remember that many valuable physical activities require little or no expensive equipment.

THE THINKING TEACHER

*** Safety precautions are extremely important at all times.*

A child who has achieved mastery of his body can find pleasure in physical games and skills and be more comfortable with himself, his friends and his environment.

There should be a scheduled time for group participation in active movements. If there is not enough space for the whole group to move at once, half of the group could move at one time. Children should be urged to use all the available space and to move so that "another child will not touch you". On an inside day, this period can be deliberately planned to give children opportunity to use energy in strenuous activities. Remember to alternate with quieter choices.

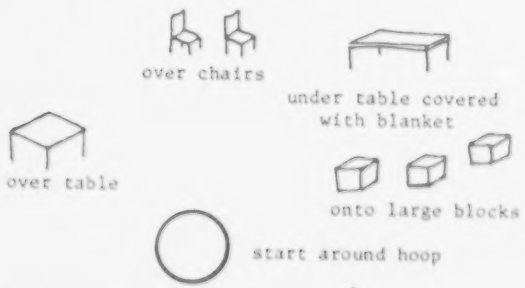
"Descriptive Direction" from the teacher will add variety.
"See how high you can hop."
"How heavy can you be while walking?"
"Fly like a squawky raven".

1. *Recognize child's need to be active.*
2. *Provide opportunities.*
3. *Supervise carefully.*

The teacher should want to keep herself in good condition to keep up with the children. Bodies are machines that break down without use.

CHILDREN'S RELATED ACTIVITIES

Build an obstacle course in the room:



Lift, push, pull, carry, reach, balance.

Dance to music - Flight of Bumble Bee, Nutcracker Suite, etc.

During group gatherings, children can sit cross legged - helps flexibility of trunk.

Carry a potato on a spoon.

RELATED MATERIALS

Paper Bag Blocks: Stuff grocery bags with crumpled newspaper. Tape in rectangular shape: big and lightweight for building structures, jumping over, etc.

THE THINKING TEACHER

Basis for Learning How to Move

- *Where we move - space*
- *What we move - body*
- *How we move - quality of movement*
- *With what or whom - relationship*

Assess the child's strengths and weaknesses in this area. How can improvements be made? Send children out for recesses, or keep out 15 min. before starting classes or dress 15 minutes early. (One factor here is do you have the room to dry wet clothing?) Remind parents that you will be outdoors and that suitable clothing is a must for each child. Do you have a few extra sets of dry clothing on hand in case of accidents?

BEAN BAG ACTIVITIES

A bean bag is good for initial experimenting in throwing and catching as it will not roll away as does a ball. Every child should be given the opportunity to have and work with his own bag. This exploration period gives the teacher opportunity to observe the child's level of control and skill and the class level. Then you can work with partners or in small groups. (Bean bags are easy to make and can be filled with sand. A good parent activity.)

Carrying, Moving, Lifting:

1. Carry your bean bag and move about the room - move in different ways.
2. What different parts of your body can you use to carry the bag?
3. Balance it on some part of you while using a hoop, rope, ball, etc.
4. Move the bean bag along the floor.
5. Leave bean bags on floor. Run in and out and around. Move in different ways - skip, hop, etc. Jump over 1, 2, 3 of them.
6. Find different ways of lifting it off the floor.
7. Find different ways of dropping the bean bag as far as possible and retrieve it. (off of head, shoulder, hip, elbow, etc.)
8. Pass it to your partner in different ways using different parts of your body.

Throwing and Catching:

1. Throw in air and let it land in front of you - behind, beside.
2. Catch it before it lands.
3. Catch it as close to the floor as possible.
4. Jump up to catch it.
5. What can you do while it is still in the air and then catch it. (E.g. clap hands and turn around.)

Always start with Exploratory stage.

6. Can you use some part of you besides your hands to catch a bean bag.
7. Get angry at it. How hard can you throw it against the floor or wall.

ROPES

Use your rope in your own space. What can you do with it?
- skip on spot
- skip moving - forward
  backward

What can your feet do while skipping?

Can you land in different ways?

Place rope on floor - jump across it.

Using 2 ropes make a stream - increase its width.

Let your hands help your feet to get over.

Jump over the rope while 2 buddies make it into a snake.

Make numbers with your rope using your feet.

Pick it up with your toes.

BALL ACTIVITIES

Large balls such as volleyballs, soccer balls, are best in initial activities. Small balls added gradually to ensure interest and challenge.

Young children find it a game just to look after the ball. Encourage them to roll, bounce, throw, kick, hit. Good footwork and hand control are essential developments.

Bounce with two hands.

Bounce with dominant hand.

Bounce alternating hands.

Bounce the ball and catch it before it bounces again.

Find another part of your body with which you can bounce the ball.

Bounce the ball while looking at another object. Can you do it?

With a partner bounce, roll, or throw.

Throw it up in the air and catch it.

HOOPS

Hoops can be used to explore, to study movements high, low, etc., to train in jumping skills and agility, to play games, to do body exercises.

Balance on some part of your body.

Step in and out of it in different ways.

Balance: walk around your hoop, turn around without stepping off.

Play "Statues" with scattered hoops.

Place hoop on floor - make your body the same shape - inside, outside, facing in or out.

What parts of your body can you twirl the hoop with - waist, arms, elbows, knees, neck, ankles?

How can you jump your hoop?

Skip through your hoop.

Jump across your hoop.

Jump in one way - get out another.

Roll your hoop along the ground.

Roll with one hand, then the other.

Roll and see how many times you can run around it before it stops. Who can roll it and jump through it?

Use hoop with benches.
with chairs.
with ropes.

STUNTS

Jacknife Bend: With feet wide apart, bend quickly, touch ankles, knees straight - return.

Jack-in-the-Box

Sewing Machine: Run on one spot with hands on hips, vary speeds.

SeeSaw with partner - feet together, holding hands.

Thread the Needle: Clasp hands held in front, step with right foot through ring and stand, then left foot, go to original position by reversing movements.

Throw Lasso

Pushups

Read "Eskimo Games"
available from your Regional Resource Centre.

PHYSICAL GOALS
The Improvement of Fine Muscle Coordination

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Finger plays and Action songs help manual dexterity (e.g. Eensy Weensy Spider, Open Shut Them). Block building activities - matching sizes and shapes, building structures, balancing blocks. Kneading, pounding, or making things with clay and other manipulative materials. Playing with manipulative toys. Classifying objects e.g. rocks, bird seed. Pouring sand, spooning sand - varied size plastic jars - filling jars to specified marks - put elastic bands or use marker to indicate different levels. Water (food coloring) pouring into varied containers - using eyedropper to transfer water. Ball activities - bounce in as many ways as possible, e.g. 2 hands, either hand, low height, with partner, against walls. Catching - use sponge balls and balloons first. Punching bags - ping pong paddles and small ball. Make simple lacing forms. Sewing Cards. Stringing Beads.	Blocks - all sizes, shapes, kinds. Parquetry blocks. Puzzles of increasing difficulty. Kinesthetic Alphabet. Pegboards and pegs - pegboard pattern cards. Laces and Beads - bead pattern. Scissors. Spring type clothespins, use on a line or edge of tin can. Crayons and primary pencils. Gadget board. Bolt board with different sizes of nuts and bolts. Colored toothpicks. Lacing boot. Eyedropper. Nesting toys. Take-apart toys. Bottles and lids in varying sizes. Locks and keys. Pick up sticks. Tinker toys. Dot-to-dot drawings.	*Fine motor control must be preceded by large muscle control. Many children will require strengthening in both areas with large motor activities coming before fine motor.* *Proficiency in fine motor activities involves the small muscles which control eye movements and hand use, and coordination of hand and eye. Children who have not developed good eye-hand control will have difficulties in learning to tie shoes, managing zippers, using scissors, tracing, fitting puzzles together, etc.* *Fine motor training should be delayed until the child is good in the control of his own body and its relation to space. Sometimes improvement in this area is slow. Children mature at different rates regardless of norms. The secret is to have patience and to provide as many varied activities as possible.*

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Let children tie apron strings or do up buttons for painting. Encourage them to do each other up. Tie each other's shoes. Cutting: Cut fringes all around edge of paper. Someone holding paper makes it easier for child to concentrate on what he is doing. Cut fringes by self. Cut along lines - string kit. Cut along curved lines. Cut zig-zags. Cut geometric forms in two sizes or matching sizes. Chalkboard: Scribble using large movements. Trace bilateral circles - child stands in front of board - teacher marks 'X' where his nose is - makes various circles focusing on where nose is. Crayons on large pieces of paper. Braid old nylons on door handle. Sew bell on bottom. Makes a good pull toy for pets.	Tracing materials. Small objects for sorting (buttons, bingo chips, golf tees, paper clips, macaroni). Geometric figures cut out of rough surfaces, sandpaper, corduroy, etc. Weaving. Finger puppets. Printing. Art - clay, plasticene, finger painting. Parquetry (sewing necklaces with straws). Sewing cards. Card games. Make Target games - roll marbles into holes in shoe box. Drop clothespins into tin cans, etc.	

PHYSICAL GOALS
Identification of Body Parts and Position in Space

CHILDREN'S RELATED ACTIVITIES

Movement exercises: child responds to simple directions: e.g. put one hand on your head, and the other hand on your knee, walk around that way.

Songs and Finger Plays: Simon Says; Hokey-Pokey; Head, Shoulders, Knees and Toes; Follow the Leader; Red Light.

Drama: Hospital or Nursing Station set up in housekeeping area. Child responds to teacher-made situations. e.g. You cut your finger while slicing caribou. Show me how you did it and how you feel. You were walking and a twig hit your forehead. Show me.

Make a stuffed figure: Using long underwear, children crush newspapers and stuff it. Make a head from paper bag - make paper boots, gloves, etc. Talk about parts, play circle games with it. This can be seasonal (by making Santa at Christmas, Witch on Hallowe'en, Community helpers, etc.).

Make wooden scarecrows at carpentry bench or wood-gluing. What's missing?

Paint a person in pairs - each child traces other, paints, and cuts out.

Make your own hand puzzles. Trace, color each finger different color, number in order on back, cut. Can you put it back together?

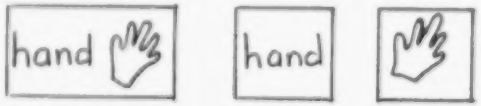
RELATED MATERIALS

Mirrors - large, small, distorted.
Stethoscope.
Dolls, Dr. or Nurse Kit.
Felt body parts & flannel board.
Set of old false-teeth.
Animal bones, skulls.
Old x-rays.

Records - Listening and Moving. The Development of Body Awareness and Position in Space - Education Activities, Freeport L.I. New York 11520

Body Puzzles.
Patterns of body parts to trace.

Bulletin Board: Picture of large child - label - on one side of label draw picture of part and print word with part on other side.



children practice labeling, matching

Pieces of colored tape to identify left hand, left foot, etc. when playing directional games at the beginning.

THE THINKING TEACHER

By the time they enter Kindergarten, most children can name and locate most obvious body parts. If they do not know these, they should be taught. In identifying self, what do we want the child to learn?

1. *I know my name.*
2. *I respond to my name.*
3. *I recognize me in a mirror or picture.*
4. *I know my own body parts.*
5. *I can move these to given directions.*
6. *I have my own space - and I reach around me.*
7. *I have general space - all area.*

When a child knows the relationships of all parts of his body, he can draw a reasonable human figure. If he is not aware of his body as a whole he will be confused in movement. This awareness is extremely important if in Grade 1 he is required to print, draw, and follow a line left to right.

Directly teach body parts: first the obvious, then those which the child does not fully understand: forehead, wrist, ankles, etc.

CHILDREN'S RELATED ACTIVITIES

Trace body parts. Put together with paper fasteners so parts move. Put on puppet show with these "people".

Make prints with paints using as many parts of your body as possible - hand, feet, nose, elbow.

Make angels outside in the snow.

Finish incomplete pictures of human or animal figures.

Math: using body parts.
John and George sit in the middle. How many toes do they have together? Sit on one foot John. Now we'll fool you. How many toes do they have now?

Simple Yoga techniques.

Book:

BE A FROG, A BIRD OR A TREE: Rachel Carr, Doubleday.
Creative Yoga exercises for children.

Language Game:

I clap with my _____.
I smell with my _____.
I blink with my _____.
I wear a watch on my _____.

Make Johnny Disappear: Teacher draws a figure on blackboard - one at a time child erases part teacher names.

RELATED MATERIALS

Health Charts - check local Health Dept. to see if they have colorful posters.

Books:

JUST SUPPOSE: Scholastic 60¢
Children do animal imitations.

TALKING WITHOUT WORDS: Marie Hall Ets., Viking Press.
Shows how people and animals can communicate through the use of body language.

THE THINKING TEACHER

Sometimes in discussions of body parts a lot of silly talk about "boobs, bums and belly buttons" occurs and giggling is rampant. Our standards have caused this self conscious reaction to natural curiousity. Brief, open discussions on the importance of these areas often fills in void areas of knowledge. Elimination is an important part of everyone's bodily functions. Animals, like humans, breast feed their babies. Children also like to discuss wrinkles, grey hair and aging. Those who do not have grandparents or elderly people around often possess many misconceptions. Ask an "oldtimer" in to tell a story.

Remember to involve community helpers - Nurses, Doctors, Dentists, either through field trips or classroom visits. Also a newborn baby's visit is a joy for children. They are fascinated by babies and like to "touch" and think about when they were babies.

FROSTIG TEACHER'S GUIDE
PEABODY LANGUAGE DEVELOPMENT KIT
Are these in your school? If so, read them.

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER

Compare animal body parts with a human. What are the differences? What is the same?

Xerox a body figure: Have children listen to directions:
- Color finger blue.
- Color eyes brown.
- Color knees green.

Directions can be as complicated or as simple as required.

Make a face with group: Hoola Hoop in centre with cut out facial features mixed up in a box. Each child takes one part and puts it where it belongs.

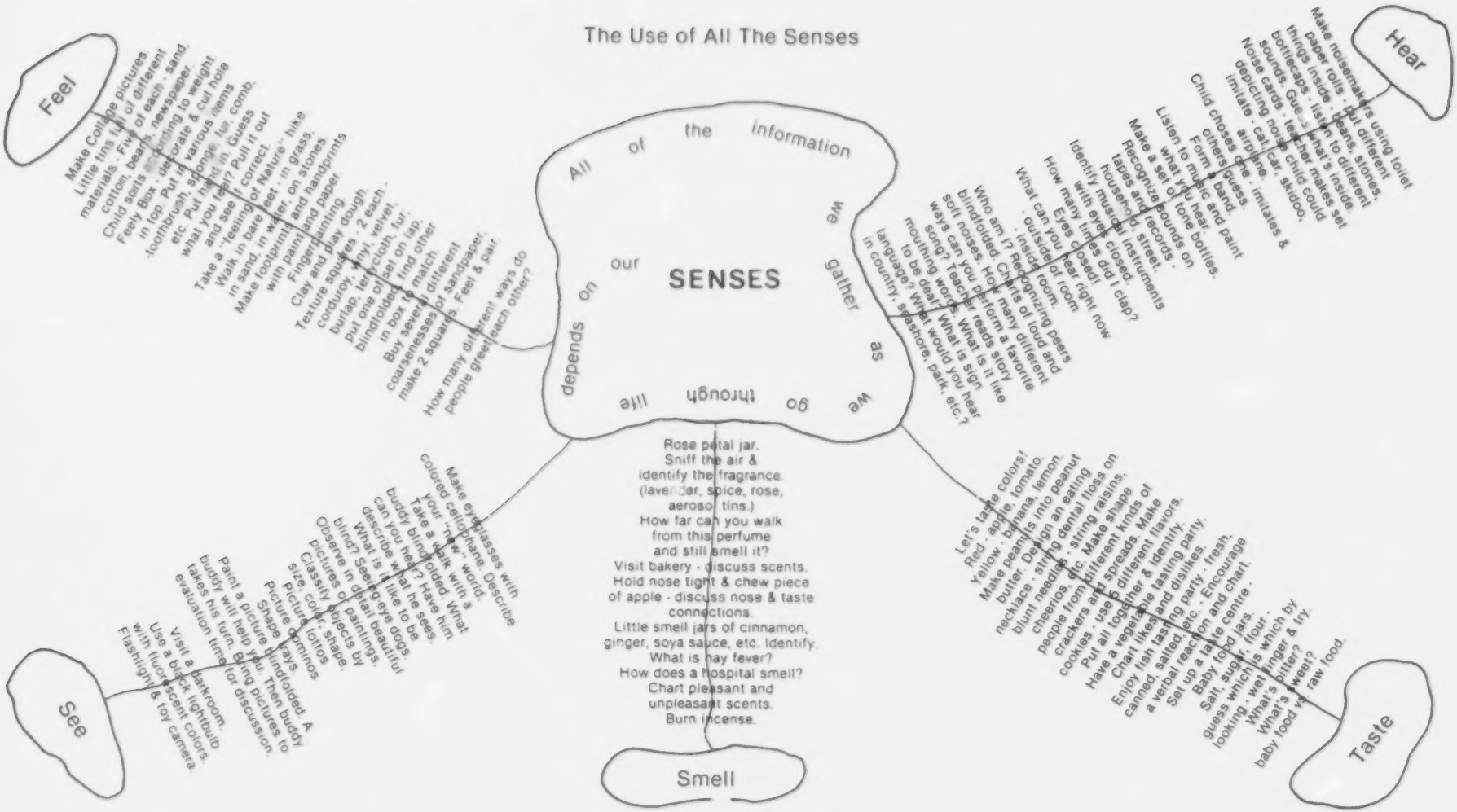
Skidoo Game: Drive your skidoo around the room. When I say "stop", get off and get a partner.
Give commands: sit back to back,
knee to knee,
elbow to elbow, etc.
On command - skidoo again - race across country until I say stop. Repeat.

PHYSICAL GOALS
The Understanding of Personal Hygiene: The Body's Physical Needs and Safety

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Children learn the health and safety concepts through demonstration and discussion. Children help to plan, prepare, serve and clean up snacks. Children make posters stressing good foods versus junk foods. Caring for animals and their young - handling animals carefully. Study sleeping habits of animals - what do they do? Children prepare foods for holiday or special celebrations - making ice cream, picking wild local berries and making jam - baking bread or bannock (help by parents is encouraged). "Who lost a tooth?" display. Cut out 12 large teeth. On them place months and names of children who lost a tooth during that month. Send on to Grade 1 class in following year to continue. Drama - set up Nursing Station, Hospital, etc., in Housekeeping Centre.	Films, stories, filmstrips, good health and safety picture collection. Child size equipment: All equipment should be of a size that enables children to use it without difficulty. Old magazines - scissors - glue. Pair of false teeth - old brush.	*What do we want? Sturdy children full of energy and enthusiasm ready to meet daily activities.* *What concepts in health do we want to introduce?* 1. *Washing hands before snacks, after using toilet.* 2. *When and how to blow nose using tissue - covering mouth when coughing - turning head when sneezing.* 3. *Regular sleeping habits especially when the Northern daylight hours get considerably longer.* 4. *Brushing teeth regularly.* 5. *Care of skin, hair, nails (regular bathing).* 6. *The value of playing outdoors.* 7. *Dressing suitably for weather.* 8. *Understanding why we get needles and why not to fear Doctors, Nurses, Dentists, Policemen, etc.* 9. *Proper eating habits and developing good taste for good foods.* 10. *Good manners.* *Health and safety form an important part of the whole Kindergarten. They are stressed at the beginning of the year and referred to throughout the year as the situations arise. Both aspects are integrated into all areas of the program.*

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Helping to plan their own rules for centres around safety - e.g. Sand stays in the sandbox. Blocks are for building, not throwing. We wash hands before eating snacks, etc. Children visit or are visited by Doctor, Nurse, Dentist, Policeman, Fireman. When planning a trip, what is the safest route? What is proper behaviour? Chart of what they learned or other suitable activities to reinforce experience.	Addresses: (posters and materials) Canadian Dental Association 1815 Alta Vista Drive Ottawa, Ontario K1G 3Y6 Canadian Milk Foundation #24, 9912-106th Street Edmonton, Alberta T5K 1C5 Safety bulletins help protect your children. - on homes - on skidoos - on toys - on cars Share nutritional materials or ideas with parents. Puppets are an effective way to teach the idea of appropriate snacks.	** Teacher to report to nursing station any infectious areas, lice, communicable diseases, speech, hearing and visual defects.* *What safety do we want to teach and reinforce? Many rules will be common but many places have unique differences which must be stressed e.g. child uses a school bus, abandoned mine shafts, sliding rocks, thin ice, etc.* 1. *Careful use of all equipment in and out of the classroom - scissors, sharp tools, sand, moving objects, etc.* 2. *Running is not allowed unless part of activity.* 3. *Consideration and awareness of others around you.* 4. *Calm and prompt behaviour in fire drills.* 5. *Going straight home in severe weather.* 6. *Water and ice safety.* 7. *Survival methods if lost.* 8. *Safe places to play in the community.* 9. *Hallowe'en - masks, etc.* 10. *Dog bites, insect bites.* *Common sense is the keyword!*

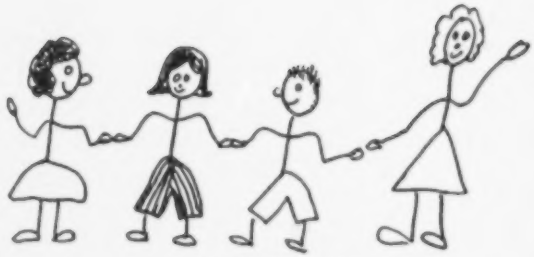
The Use of All The Senses


All of the information we gather as we go through life depends on our SENSES
Feel
Make Collage pictures
Little tins full of different materials - Five of each: sand, cotton, beans, newspaper. Child sorts & matches. Feely Box - decorate & cut hole in top. Put in various items to weight, sponge, fur, comb, toothbrush, etc. Put hand in. Guess what you feel? Pull it out and see if correct
Take a "feeling of Nature" hike
Walk in bare feet - in grass, in sand, in water, on stones
Make footprints and handprints with paint and paper
Finger painting
Clay and play dough
Texture squares - 2 each. corduroy, vinyl, velvet, burlap, terrycloth, fur. put one of set on lap. blindfolded find other in box to match
Buy several different coarsenesses of sandpaper. make 2 squares. Feel & pair.
How many different ways do people greet each other?
Hear
Make noisemakers using toilet paper rolls - put different things inside - beans, stones. Listen to different sounds. Guess what's inside. bottlecaps - listen to different Noise cards - teacher makes set depicting noises child could imitate - cat, car, skidoo, airplane - imitates & others guess.
Child chooses one - imitates & others guess.
Form a band
Listen to music and paint what you hear
Make a set of tone bottles.
Recognize sounds on tapes and records.
household, street, instruments
Identify musical instruments with eyes closed.
How many times did I clap? Eyes closed!
What can you hear right now - outside of room - inside room.
Who am I? Recognizing peers blindfolded. Charts of loud and soft noises. How many different ways can you perform a favorite song? Teacher reads story mouthing words. What is it like to be deaf? What is sign language? What would you hear in country, seashore, park, etc.?
See
Make eyeglasses with colored cellophane. Describe your "new" world
Take a walk with a buddy blindfolded. What can you hear? Have him describe what he sees.
What is it like to be blind? Seeing eye dogs
Observe in detail beautiful pictures of objects by painters.
Classify objects by size, color, shape.
Picture dominos
Picture lottos
Picture trays.
Shape trays.
Picture blindfolded. A buddy will help you. Then buddy takes his turn. Bring pictures to evaluation time for discussion.
Paint a picture
Visit a darkroom.
Use a black lightbulb with fluorescent colors.
Flashlight & toy camera
Smell
Rose petal jar.
Sniff the air & identify the fragrance. (lavender, spice, rose, aerosol tins.)
How far can you walk from this perfume and still smell it?
Visit bakery - discuss scents.
Hold nose tight & chew piece of apple - discuss nose & taste connections.
Little smell jars of cinnamon, ginger, soya sauce, etc. Identify.
What is hay fever?
How does a hospital smell?
Chart pleasant and unpleasant scents.
Burn incense.
Taste
Let's taste colors!
Red - apple, tomato.
Yellow - banana, lemon.
Make peanut butter. Design an eating necklace - string dental floss on blunt needles - string raisins, cheerios, etc. Make shape people from different kinds of crackers and spreads. Make cookies - use 5 different flavors. Put all together & identify.
Have a vegetable tasting party. Chart likes and dislikes.
Enjoy fish tasting party. fresh, canned, salted, etc. - Encourage a verbal reaction and chart.
Set up a taste centre -
Baby food jars.
Salt, sugar, flour -
guess which is which by looking - wet finger & try.
What's bitter?
What's sweet?
baby food vs raw food.

SOCIAL AND EMOTIONAL GOALS

I Like Me

Every child who develops a positive image of himself and who learns to function effectively in a Kindergarten represents a valuable addition to our total society, of which school is just one part.



I Like Others

PERSONAL GROWTH

- Spontaneous speech
  - Growing independence
    - Curious and eager to learn
      - Imaginative and explorative
        - Assumes responsibility
          - Initiates activities
            - Sustains interest and follows through
              - Makes an honest effort
                - Willing to try
                  - Makes some decisions
                    - Evaluates activities
                      - Accepts mistakes
                        - Developing interests
                          - Follows directions
                            - Observes safety procedures

SOCIAL GROWTH

- Participates (another child) (small or large group)
  - Learning to take turns
    - Learning to share with willingness
      - Plays, works with others
        - Willing to cooperate
          - Ready to help others
            - Enjoys role-playing
              - Leads or follows, as appropriate
                - Sensitive to the feelings of others

SOCIAL GOALS

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
All aspects of the Kindergarten provide room for social growth.	As social interaction is heavily dependent upon language, encourage use of toy telephones, tape recorder, puppets.	*Social Studies in Kindergarten involves helping children to understand their own social and physical surroundings by first-hand experiences with people and things, both indoors and outdoors.*
Show and tell, or News time: Child shares his experiences with others about personal happenings and things. A day can be set aside once a week for children who, because of a variety of reasons, do not volunteer information. This must be handled skillfully by the teacher to pull the quiet child into brief, positive encounters, physically or verbally. E.g. "Ann has a pretty plaid skirt on today." Brief attention brought to her. Next week encourage a verbal answer, etc.	Teacher sets up activity centres where children "socialize" while participating.	*The child becomes one of many. He is accepted by those around him because of who he is and what he does. He works with children who are different from him in color, backgrounds, capability, and size.*
Celebrate heritage day - parents fill in note about background - large Canadian map. Pin point where children were born.	Large sheets of paper - children who are afraid of their environments tend to restrict their range of motion - encourage large movements - big crayons, finger paints. - Housekeeping Centre (see page 119). plus related supplementary dramatic play centres - blocks, sand. - One can control how he wants to make another person feel and there is satisfaction in making another person feel good.	*Observation and discussion are important skills in social studies. Children need opportunities to communicate through speech.* *There is no "time" for social studies. Again the whole program is one of social interaction and learning. Young children are quite often self-centred and need help in learning how to get along with others. Obviously the nature of their previous experiences before school will affect the way they approach and deal with others. The social interaction that we aim for in Kindergarten can only be developed by opening the way to the child having many experiences with people. The program we promote, with a wide variety of centres, is essentially a laboratory for sensitizing children to the needs and feelings of those with whom they play and work.*
Have several children make a mural - group efforts are satisfying to all members.	- Punching bag for getting rid of negative feelings.	
Tour of school. Chart of who works in our school.	- Picture collection of varied social situations.	

CHILDREN'S RELATED ACTIVITIES

Role playing in centres.

In "Evaluation" period children comment on each other's work. In "planning" together, children present ideas and interests.

Children eat and converse together. Snack time can become the most "Social" part of the day. Discussion of manners in home, school, community.

What does mother do while I'm at school? Child makes pictures. These are all joined together to make a T.V. roll. Where do fathers work?

Discuss rules for games and appropriate behaviour for winners and losers. Play games.

Play War - make newspaper swords and rip large sheets, crumple up to make cannon balls. Divide class into two - set tables on sides - throw at each other. Room is a mess but fun and discussions later very valuable.

RELATED MATERIALS

Cardboard box. Two wax paper rolls. Cut out window. Child turns rolls and sees "movie" about subject.

A polaroid camera to catch children at play - pin up for discussion later.

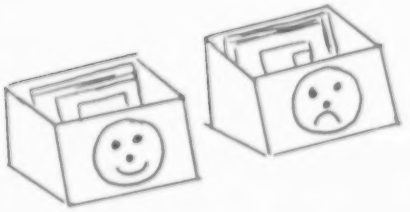
THE THINKING TEACHER

The teacher plays a very important role. She realizes that a certain amount of aggressiveness is necessary for the child to have the desire to solve his problems and attain goals. Normal aggressiveness is a part of the social development of the child as he reaches out for independence. The teacher helps him to channel his inappropriate aggressive behaviour and she sets and maintains consistent limits.

Disapproval is expressed towards undesirable behaviour rather than towards a child's character. E.g. "We do not hit people in Kindergarten and I will not allow it", rather than "You were bad!" Even though the teacher "walks and talks" through the room she is always "AWARE" of all play going on and will try to intervene in probable "explosive" situations before they get too far along. Limiting numbers at certain centres is a "safety" feature and sometimes separating two children who are having difficulties (until they can manage) is part of the teacher's role.

The teacher encourages playing together and praises the child that shares. "Peter, Johnny can't find anything to do and he is interested in your building. Can he help you in some way?" "Thank you Peter, I'll come back to see what the two of you get done." Also be prepared for a "No - I want to do it myself", and respect it. Remember to return and comment.

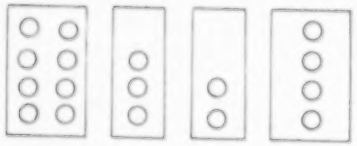
CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Role playing after description of a problem situation: Ten papers in a hat. Child in circle chooses a partner, comes and picks paper. Teacher reads - children act out. 2 dogs find a bone. What will happen next? A hunter catches a seal in its flipper. What will happen? A mother caribou senses danger. What will she do with her baby? These roles can be acted out in pantomime or with language.	Sharing equipment and following rules provides real practice in problem solving together.	*When children talk, LISTEN! Show that you care and are interested. Remember that social interaction is quite dependent upon a common language. If a child is an "outsider" because of shyness or speaking a different language, assist him in becoming part of a social situation. "Mary, Paul can't speak Dogrib and he is interested in using those dress up clothes with you. Can you take his hand and help him?" "Thank you Mary for making him feel happier."* *The teacher helps children realize that no one is perfect. She encourages them to accept their limitations and imperfections gracefully, instead of with guilt or feelings of inadequacy. In talking she states her own feelings, likes and dislikes. "I have a headache and don't feel very peppy." "Everyone sit down. I am so angry I could stamp my feet. We have all forgotten how to play in here so let's sit and think about it together for a minute and then talk."*
Compare, discuss, observe pictures of animal families. Form a rock and roll band with musical instruments and have a dance. Have a community fiddler come in and dance, etc.	Animal family pictures.	
Child "feels fun" by combining sand and water. Teacher has children build high sand and mud walls. Children take turns throwing wet "sand balls" at each other's walls, or child individually knocks his own down (confined obviously to sand table). Talk about feelings. What makes us angry?	Sand and water table or blocks to experience "aggressive" feelings.	*The Teacher who wants to observe growth towards the social goals in the children needs to be a model for them.* *1. Do you help them feel wanted and needed in the group? Don't overlook children who do not put their hand up or offer information.*

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Watching film strips, films, T.V. programs, listening to stories about kinds of people, ways of living and solving problems.	Exposure to real and imaginary encounters among people. Picture collections of varied emotions.	2. *Do you respect them? Sometimes this takes a concentrated effort on the part of the teacher to learn differences and the reasons behind them - acceptance coupled with understanding.*
Field trips where interaction with other adults takes place. Fire hall, Barge, Nursing Station, Bay, Powerhouse, Church, Craftshop, R.C.M.P., Government offices, teacher's house, construction sights. See page 42.		3. *Do you have good manners?*
Child helps in preparation of materials and the cleaning or tidying up.		4. *Do you consider their feelings when interacting with them? Sometimes we do things to children that we would never think of doing to adults.*
Soundwalk around community - tape sounds - child draws pictures of sound he hears.		5. *Do you teach rather than expect acceptable behaviour? In your community, what is acceptable behaviour? You have to start with it.*
In circle a happy face passed around. What makes me happy? Child expresses self. Do same with sad face. Make collage with magazine pictures of Happy and Sad.		6. *ARE YOU GLAD YOU ARE A KINDERGARTEN TEACHER?* *Do things WITH the children.*
Graph of traffic and road signs - painting vehicles you found most interesting.		*The habits of thinking and working cannot be developed in a hurry, hurry environment.*

CHILDREN'S RELATED ACTIVITIES

Song "If you are happy and you know it clap your hands".

Making graphs: How did you get to school?



What did you wear to school? How many people are in your family?

Have a pet parade on a fine, warm day. Those who don't have pets can make models of one they would like.

Child makes family house. Cut out catalogue pictures to represent his family and paste one in each window or at door, etc.

RELATED MATERIALS

Books:

CHILDREN ARE PEOPLE - Judy Brunger - Dhuyvetter
$1.25
P.O. Box 2428, Stanford
CA 94305.

CHANGE FOR CHILDREN - (books and materials)
an education action project working on sex role and racial stereotyping in schools.
2588 Mission Street Rm. 226,
San Fransisco, CA 94110.

THE THINKING TEACHER

BEST COPY AVAILABLE

EMOTIONAL GOALS

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Participation in a Unit designed on "ME", my family, my home, friends, pets, my school, neighborhood, community. - Children are free to express their feelings and needs (not destructive to himself or others) - anger, frustration, sadness, joy, pleasure, sorrow, etc. - Make a book about self. - With friend (take turns drawing (tracing) each other on mural paper). Cut and paint. - Listen to children's voices on tape. - Identify friends. - Graphing number of boys and girls in class, number of pets. - Cooperative mural on our family camping, hunting, etc. - Make chart lists - what is necessary in a house? Answers will vary according to community. - Paint your favorite T.V. program. - Any body movement - we want children to develop awareness and control of behaviour. - Listening to music. - Develop slow and graceful body movements while standing in one spot. - How long can you sit in front of a mirror with a book on your head - stop watch. - Hold a ping pong ball on a board and see how long you can roll it before it drops off.	Surprise box attractively decorated. Mirror at the bottom. What have you discovered? ME. A good introduction to a unit on self. Mirror. Family and animal hand puppets. Catalogues & magazines. Me Chart: Pockets contain child's name. Child uses to copy or play games of name recognition. Name cards worn by teacher and children. Learn to appreciate dignity and courtesy of using names as soon as possible. Tree branch potted in sand can hold name necklaces - e.g. big black ravens with white name. Child chooses his own each day upon entry and puts back when going home. This can be kept in storage and used when visitors come: "Your bird sits in the tree until I get to know you and you get to know me."	** * * * 4 stars! Why? Because "liking myself" precedes all others. The way a person views himself is the way he will behave.* *The teacher must become aware of and sensitive to her own ideas and expectations of child behavior. Is this acceptable in the community you are working in?* *Read information sheets on children and acquaint yourself with as much as possible before they arrive.* *Accept the child where he is at and start from there.* *Set up your classroom ahead of time. The teacher will keep the physical environment simple at the beginning of the year. If it is the first time that children have such a large space and variety of activities, perhaps concentration on how to use the room properly will be your first goal.*

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Shadow game: I am going to be the sun rising, shining and setting. Watch me. Follow me. I am going to be a mosquito landing on your arm, sucking blood and flying away. Watch me. Follow me. Let children then lead with their ideas. Children use mazes: The Caribou wants to get to the mountains. Get more complex - these can be done on a sheet or blackboard or in sandbox. Copying: I made a Tinker Toy man. I made a lego car. Can you make one like mine? - More advanced ideas later introduced. - Bead patterns - child copies pattern he sees with lace and beads.	Stop watch. Flannel board - body parts. - large number 5 - divide in 12 sections - record birthdays in class for 12 months. How many months until your birthday? Comparisons - how many birthdays in each month. OR Birthday train - 12 cars - 1 for each month.	*Children need order and structure. Ensure that they know what to expect and when. Study discipline as a plan of learning. Every act the child performs is followed by a consequence. The nature of the consequence either retards or facilitates learning. Consequences should be immediate, consistent and relevant. E.g.* *- if child acts aggressively in music then he sits out remainder of music time.* *- if you won't wash hands, then you can't eat snack.* *A child gains security when he is willing to accept the consequences of his own decisions and actions.* *Keep noise at a comfortable level.* *The teacher will refrain from sarcasm and ridicule at all times. However, it is wise to study the method of discipline used by the parents in the community you are in. How does it differ from yours? Which way is best for the children?*

CHILDREN'S RELATED ACTIVITIES

Use gummed circles - this is how long my foot is - my arm, my hands, etc.

Height, mass, hair, skin, eyes, body parts - care of my body.

Stand in front of your mirror friend. Does he do what you do?

A birthday recognition.

A special chart accompanying mural on "What is special about me?" Each child chooses one thing.

At beginning of year teacher weighs, measures heights and records date for child. Hand prints and foot prints can be included. Child draws picture of self. At end of year, do over again. Put together as a father's day present.

RELATED MATERIALS

Wax cake.

Make a dozen bead patterns on cards using appropriate colors. Get more complex. 1-12.

Should be in every school:

The Friendly Classroom for a Small Planet
Handbook of the Children's Creative Response to Conflict Program
Quaker Project on Comm. Conflict
15 Rutherford Place
New York, N.Y. 10003

Excellent collection of classroom activities for developing co-operation, self concept, etc.

THE THINKING TEACHER

In certain behaviours it is difficult to be objective. When questioning your tactics and feelings about a particular child, do feel free to ask an unbiased observer to watch the interaction and comment. You might be surprised about what you find out!

Learning is a reciprocal relationship. The teacher sets up the environment and is a part of it. The child interacts with the environment and his behaviour informs the teacher when he is ready to go further or of his need for help.

The teacher's tone of voice, smile, a pat of satisfaction all let the children know she likes what she sees. All of her reactions are either supportive or negative. Each day through these interactions the child is developing a positive, successful, confident self image or an insecure, frustrated, negative feeling in regard to his ability. Children have a way of living up or down to what is expected of them.

Also be honest. Children have an uncanny knack of recognizing insincerity.

FIELD TRIPS

CHILDREN'S RELATED ACTIVITIES

Children are involved in planning for a trip - where to go, how to get there, safety problems, what they will see, etc.

Children listen to stories, see films, filmstrips or pictures on what they are going to "explore". Through role-playing and discussions they become aware of what they expect to find and practice safety and courtesy rules.

After each trip the children should be given time to talk about their visit, to illustrate it and to dramatize it.

Simple Mapping to see where they are going.

Making graphs of things seen:
- How many chimneys with smoke?
- How many yellow skidoos? Red ones?
- How many black dogs, brown dogs?

Children dictate stories or accounts of the trip that the teacher will record, accumulate and send home at the end of the year in a little book form.

Taping sounds they hear on the trip, and seeing if they can recognize these later.

Making murals or booklets about what they have seen.

ABC of Field Trips

a. apartments, ambulance, aquarium, artist, animal hospital.

b. The Bay, birds, boats, beach, berries, bridges, bowling, bands.

c. construction site, car wash, craft shop, carpenter, collections, clay pit.

d. dam, dog teams, drying fish, docks, department store, drug store, ducks, dredges, derrick, dairy, Dene exhibits.

e. elevators, electrician, evergreen trees, erosion, exhibits.

f. fire-hall, flower gardens, factory, fairs, ferry, fields to run and roll in.

g. garbage dump, grocery store, greenhouse, garden, gravel pit, gas station.

h. hobbies, home-economics classroom, hardware store, hairdresser, hills to run up and roll down.

i. ice rink, Inuit cultural exhibit, incubator, insects, inukshuks.

j. janitor, jet planes.

THE THINKING TEACHER

How do young children learn best? Through first-hand observations and experiences. Obviously then, field trips will play a major role in our Kinderjarten, as we become "explorers".

Field trips
- *the school yard and immediate neighbourhood*
- *the community within walking distance*
- *transportation required*

Become aware of school regulations regarding field trips and always inform the school office when you are going, and where .

Familiarize yourself with the place to be visited. This will provide you with information on the time needed for the trip, safety precautions and educational possibilities. Talk to the people who will be involved and discuss what you would like children to see plus the needs of this age group. Request assistance from parents and prepare them as well.

Permission forms sent home during the first week of school will permit children to participate in all field trips to be made. (See example page 184).

CHILDREN'S RELATED ACTIVITIES		THE THINKING TEACHER
Drawing and painting pictures of what impressed them the most. Dictating thank you letters for the teacher to record and send. Learning "new words" and using these in play. Listening to and learning new songs or poems related to trips or making them up. Dramatic interpretation of what they have seen, using borrowed props: e.g. fireman loans hat, boots, coat. Teacher brings in old vacuum cleaner hose. Making models of things they have seen.	k. (restaurant) kitchen, kennels. l. lake, logging, library, lumberyard, life-guard. m. mail box, mountains, musician, magician, moving van, mine site, machines. n. nursing station, nests, newborn babies, newspaper, night. o. offices, oil wells, observatory. p. post office, power station, print shop, planetarium. q. quarry, quiet walk, quilling. r. reservoir, radio station, R.C.M.P., road construction, river, ranch, rodeo. s. smoke house, seashore, sealift, stream, street signs, skinning, science classroom. t. train, theatre, telephone booth, tree farm, tanning. u. utilidors. v. vacant lot, vegetable garden. w. waterfall, weather indicators, woods, wharf, wildlife. x. X-ray clinic.	*Do you need name and address labels for children?* *A few days ahead of each field trip, a note to tell parents where you are going to ensure that children are properly dressed, is recommended.* *In the winter, a parent back at the school with a hot chocolate "warmup" is a lovely treat upon return.* *Remember to take a camera. Photos reinforce knowledge and understanding gained on trips.* *Keep in mind that short spontaneous trips into the schoolyard can develop awareness of the environment, observation and listening skills, concepts and relationships.* *When do the birds return?* *Looking at the color of the rising or setting sun.* *Let's clean up our yard!* *What does frost do?*

CHILDREN'S RELATED ACTIVITIES

y. yards (of many kinds): old cars, skidoos.

z. zoo.

THE THINKING TEACHER

GOING

GET

TO

WHEN

KNOW

WHEN

TO

MOVE

ON

BEST COPY AVAILABLE

INTELLECTUAL GOALS
Science

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Involvement in many opportunities to learn about animals, how to handle them, feed them, care for them. Chart of children's pets. Classifying animals: zoo, circus, farm, etc. Listening to animal stories and poems. Learning songs and fingerplays. Building models of animals from clay or plasticene. How do animals prepare for winter? How do people prepare for winter? Imitating animals and their noises. What is hibernation? Migration? Why do birds go South? Make a feeding station and supply food for birds that winter. Go fishing. Discuss equipment, bait, observe and cook fish. Discuss hunting: What equipment do you have to take on a hunting trip? Why do we hunt? What animals do we hunt? How are dog teams trained? Sand & Water play (see page 87). Sensory experiences (see page 32). Field Trips (see page 42). Nature Walks - observing and exploring community. What's under a rock?	Aquarium (fish tank) Small pets and appropriate housing: gerbils, hamsters, guinea pigs, white mice, rabbits, etc. Terrarium - using big old bottles. Build together and import a few "odd" creatures: toads, salamanders, snakes, turtles, lizards. Birds in a cage: budgie, canary. *Remember even though the child will help, <u>you</u> will be responsible at times for touching these creatures. Can you do it? Older grades can help. Pictures of animals. Filmstrips, films, books. Flora and Fauna of the Northwest Territories: available at your school or local resource centre. It is well worth the money to have the following books available to your class: Owl Magazine 59 Front Street East Toronto, Ontario M5E 1B3	*How do young children learn?* *They pick up knowledge here and there. Sometimes it is a slow procedure and sometimes very quick. The knowledge is not wrapped up in disciplines labelled language, math, science, but is bound by the togetherness of the children's lives and experiences. They learn by watching, listening, noticing, feeling, handling and experimenting. We do not stifle curiousity and energy. We provide the beginning of many skills and a vast storehouse of mixed knowledge (bits and pieces) and this gives the child the equipment to carry him to the next stage of his education.* *Science, however, is a discipline that focuses on many of the skills we wish to develop under our intellectual goals.* *Read: Elementary Science Program* *Interim Edition 1978* *It is important to take advantage of the potential elements of science which are in any of the children's activities. In integrated learning children will find problems they want to investigate at all times. A great deal of "science" comes out of activities not recognizable as "science".*

CHILDREN'S RELATED ACTIVITIES

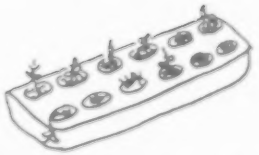
Hoop Walk - throw your hoop. Where did it land? Look at everything inside it.

Growing p'ants in the Kindergarten: Children have opportunities to observe changes and growth.

Plant Seeds:

Decorate tin can with features. Fill with soil. Sprinkle grass seed on top and keep moist. Hairy Harry!

In Egg Carton, plant different seeds: radishes, lettuce, carrots, garden cress, herbs, etc. Which grow the fastest? Difference in leaves.



Grow bulbs in stones and water. Grow cuttings in water. Watch roots. Grow beans in a jar with moist cotton batting.

RELATED MATERIALS

National Geographic World
Department 00478
17th and M Sts. N.W.
Washington, D.C. 20036
U.S.A.

Ranger Rick Nature Magazine
8925 Leesburg Pike
Vienna, V.A. 22180
U.S.A.
$8.00/year

Microscope
Magnifying glasses
Magnets
Prism
Thermometer - indoors and out
Binoculars
Telescope
Kaleidoscope

Seed Catalogues:

Dominion Seed House
Georgetown, Ontario
L7G 4A2

Rare Seed House
Centennial Gardens
Box 4516 MPO
Vancouver, B.C.
V6B 3Z8

THE THINKING TEACHER

Think of a small group around the water table using a piece of hose and small cans. How could teacher extend this experience? Syphoning - new word. What does it mean? Where can it be applied? Cleaning our fish-tank, etc. Why won't water go up and out? Is it easier and faster than pouring?

The teacher will challenge and stimulate the curiousity the 5 year old brings with him. Setting up interesting Science centres will fulfill our requirement for first hand experimental observation.

Natural and physical concepts should be drawn from familiar events and materials with which the child lives and extended to more significant discoveries. From the child's interests, questions and misconceptions, the teacher realizes what he knows and what can be achieved.

Science will just become part of our every day life. We will point out to the children things they may have missed and develop a questioning attitude about the things they find. Also remember that spontaneous reactions and silent observations are very real and meaningful. A child watching the fishtank intently might just as well be left alone to his own thoughts. In science, as in other areas, there are times when the "feelings" that we get are much more important than the explanations.

CHILDREN'S RELATED ACTIVITIES

At Thanksgiving - Have a vegetable tasting party. Cut into tiny pieces. Everyone has to try 1 piece. Chart likes and dislikes.

Buy (order) a pumpkin for Hallowe'en. Make a jack-o-lantern. Cook and eat seeds. Cook pulp and make pie. What is mold? Watch it grow inside pumpkin as it rots. What happens when trees and leaves die, etc.

Planting experiments:

Grow some seed in different media - sand, water, soil, with light, with no light, water, do not water, etc.

Weather: See following page.

RELATED MATERIALS

C.A. Cruikshank Ltd. (bulbs)
1015 Mount Pleasant Rd.
Toronto, Ontario
M4P 2M1

Metronome
Pulleys (save old clothesline)
Old clocks
Scales
Mirrors
Barometer
Bicycle pump
Iron filings
Locks and keys
Nuts and bolts
Collection of small wheels and pictures of machines and things that move with wheels. Have a father mount an old steering wheel on a wooden crate.

Grow a magic garden:

6 units laundry blueing
6 units water
6 units salt
1 unit ammonia

Charcoal - deep bowl - food coloring - new word "fragile" - watch crystals grow.

THE THINKING TEACHER

Through our outdoor education we will try to foster a sense of responsibility and appreciation for the outdoors. Northern living provides us with unique phenomena that make living here quite different from the rest of the world. Investigate them! Look at our animals, weather, seasons, differences and capitalize on them.

BEST COPY AVAILABLE

CHILDREN'S RELATED ACTIVITIES

RELATED MATERIALS

Books:

Nature Activities for Early Childhood:
Janet Nickelsburg
Addison-Wesley 1976.

Science Experiences for Early Childhood Years:
Jean Harlan
Charles Merrill Co. 1976.

THE THINKING TEACHER

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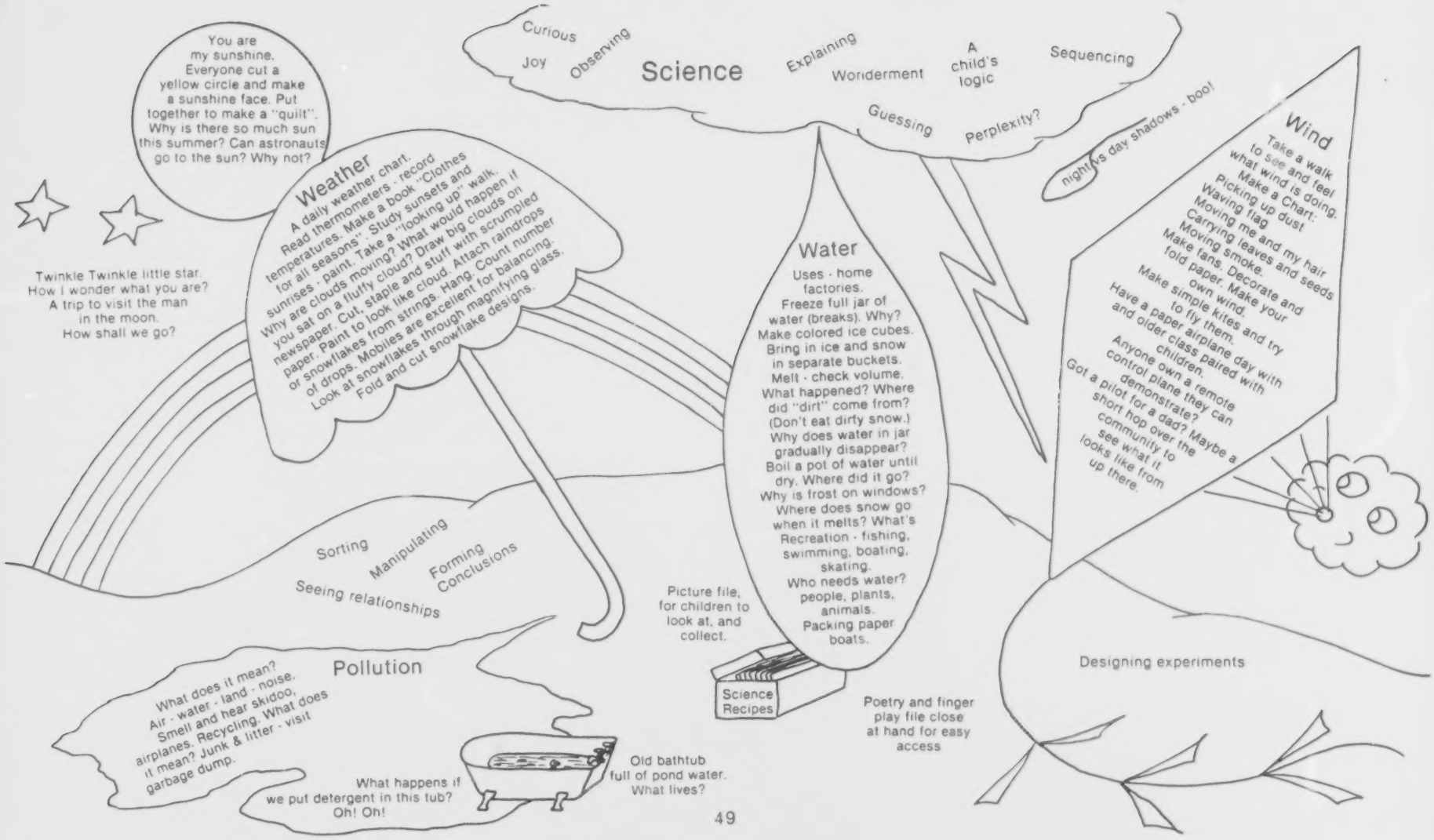

You are my sunshine. Everyone cut a yellow circle and make a sunshine face. Put together to make a "quilt". Why is there so much sun this summer? Can astronauts go to the sun? Why not?
Twinkle Twinkle little star.
How I wonder what you are?
A trip to visit the man in the moon.
How shall we go?
Weather
A daily weather chart.
Read thermometers - record temperatures. Make a book "Clothes for all seasons". Study sunsets and sunrises - paint. Take a "looking up" walk. Why are clouds moving? What would happen if you sat on a fluffy cloud? Draw big clouds on newspaper. Cut, staple and stuff with scrumpled paper. Paint to look like cloud. Attach raindrops or snowflakes from strings. Hang. Count number of drops. Mobiles are excellent for balancing. Look at snowflakes through magnifying glass. Fold and cut snowflake designs.
Curious
Joy
Observing
Science
Explaining
Wonderment
A child's logic
Sequencing
Guessing
Perplexity?
night vs day shadows - boo!
Water
Uses - home factories.
Freeze full jar of water (breaks). Why? Make colored ice cubes. Bring in ice and snow in separate buckets. Melt - check volume. What happened? Where did "dirt" come from? (Don't eat dirty snow.) Why does water in jar gradually disappear? Boil a pot of water until dry. Where did it go? Why is frost on windows? Where does snow go when it melts? What's Recreation - fishing, swimming, boating, skating. Who needs water? people, plants, animals. Packing paper boats.
Wind
Take a walk to see and feel what wind is doing. Make a Chart:
Picking up dust
Waving flag
Moving me and my hair
Carrying leaves and seeds
Moving smoke.
Make fans. Decorate and fold paper. Make your own wind.
Make simple kites and try to fly them.
Have a paper airplane day with and older class paired with children.
Anyone own a remote control plane they can demonstrate?
Got a pilot for a dad? Maybe a short hop over the community to see what it looks like from up there.
Sorting
Manipulating
Forming Conclusions
Seeing relationships
Picture file, for children to look at, and collect.
Science Recipes
Poetry and finger play file close at hand for easy access
Designing experiments
Pollution
What does it mean? Air - water - land - noise. Smell and hear skidoo, airplanes. Recycling. What does it mean? Junk & litter - visit garbage dump.
What happens if we put detergent in this tub? Oh! Oh!
Old bathtub full of pond water. What lives?

INTELLECTUAL GOALS
Mathematics

CHILDREN'S RELATED ACTIVITIES

Children learn counting, rhymes, songs, etc. (See page 54).

Children play in sand or water - emptying and filling a wide variety of containers (non-breakable).

Children discuss activities they are engaged in with peers and teachers

Children participate in a wide variety of games - single, pairs or group. E.g. Train Game: Engineer starts chugging round in a circle singing, "one, one, one, one". The counting continues as to number of cars in circle. Children seated are singing and rotating wheels too until joined on. When all children attached, sing "Down by the Station: - go up hill slowly - down hill quickly - derail. Lying still whisper number of cars in train and sit up quietly. Variations can be made.

Children keep a daily calendar.

Children sort objects into muffin tin or paper pie plates. Sorting can be according to sameness, size, color, shape, texture, etc.

Cooking and measuring with metric containers. Awareness of temperature changes in an oven. Chart of activity: cookies in shapes, etc.

RELATED MATERIALS

Introducing numerals: make them quite large from bright bristol board glued to a backing of stiff cardboard with a cardboard device on the back to make them stand up.

Get a set of 11 boxes about the same size (for 0 - 10). Children paint these with bright colored water base housepaint. Cut numerals from corrugated cardboard and glue to box. Use for teaching names of numerals, for teaching order of number. The corrugated cardboard makes them nice as "feelies" for hand tracing the numbers.

Sorting basket: contents should include treasures such as buttons, bottle caps, screws, shells, small plastic caps, bingo chips, marbles, seeds, beans, pebbles, golf tees, etc.

THE THINKING TEACHER

Math in the Early Years by Heidi Hamburg
Frobisher Bay

Most children beginning Kindergarten already have a good mathematical base to work from. "One" and "two" are usually well understood by most children. There has been much conversation (usually) along the line of: "Where's your other boot? You have one but you need another one," and the child sees "I have 2 feet and need 2 boots!" "Well here's one blue mitt and one red mitt but we really should have two that match. Can you find the other blue mitt?" This kind of conversation goes on between parent and child and brothers and sisters do a lot of it too: "O.K. You can have one truck, the yellow one with 3 wheels. Don't break it!"

However, there are children whose parents seldom talk to them and never listen. This calls for conversations surrounding the child much of his school day and it must be in his own language.

Therefore the teacher in the Kindergarten spends a great deal of her time wandering around just chatting. She talks to and <u>listens</u> to her children. There is a great deal of question and comment on size, especially in comparative size, color, quantity, number, relationships: "Do you think it will fit? Oh, it's too big, isn't it? Is there a smaller

CHILDREN'S RELATED ACTIVITIES

Listening to stories that help in understanding of numbers (see page 54). Dramatize, e.g.: 3 Billy Goats Gruff.

Building with blocks - balance, shape, size, making patterns, finding solutions to construction problems.

Measuring, cutting and constructing at carpentry corner.

In art corner children sort collage materials, measure and fold papers, make sets of objects with plasticene, paint pictures, make murals of number stories, e.g.: Millions of cats, trace, cut and make shape pictures, make clock with moveable hands out of paper plates, sew design necklaces with straws and circles.

Measure mass and compare on a balance - snow, ice, marshmallows, sand, rice, vermiculite.

Children paired with a Grade 5 or 6 partner enjoy a weekly 15 minute discovery together. This may be the project of the older class to see what math activity they can make up for their younger friend. Then they can enjoy recess together.

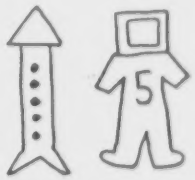
Using cardboard cutouts for 1-1 correspondence, match dogs and fish, ptarmigans and berry bushes, etc.

RELATED MATERIALS

With imagination, an infinite number of math games can be easily made. E.g.:

Clock Game: Make large clock with movable hands. One child with a triangle chimes the hour. Another child sets hands correctly.

Space Game: Teacher or children make rockets and spacemen 0 - 10. Boys stand with rockets in a row. Girls holding spacemen walk to appropriate music. When music stops girls find right rocket and both blast off with a big jump.



You can make games to suit the theme you are working on. If laminated or covered with clear MacTac these will keep fairly well. Build a collection.

Read: Workjobs: Mary Lorton, Addison-Wesley 1972.

THE THINKING TEACHER

one in the box?" "I liked the way you used two dark colors. It is a sad cat." "Please pass the counters, each child gets 6." etc.

Only when the child is very comfortable with the idea of a number, when he himself speaks freely about how many, how large, and counts objects as a matter of course, should he be introduced to number symbols, to numerals. Then for a long time, the numerals should never be presented without the appropriate number of objects or pictures accompanying them.

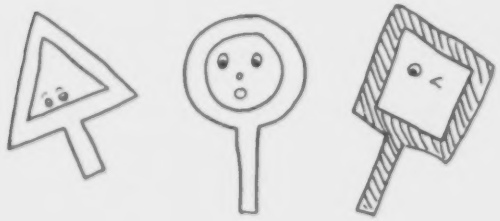
Read: MATHEMATICS: INTRODUCTION, GOALS AND OBJECTIVES

List the concepts that the Department feels are important at the Kindergarten level and see where these can best be experienced in your program. Have weeks where one concept might be stressed at a Math activity table and throughout other activities: e.g. Shape Week, Number 7 Week, etc. Write down the date when these concepts are introduced to individual children.

Check later to see if they have mastered the concept and either go on to something new or reinforce it. Do not worry if some children cannot cope with a given skill. Give them time and lots of materials. Remember that we work on a continuum and not all children develop at the same rate. Accept where the child is at and carry on from there.

CHILDREN'S RELATED ACTIVITIES

On field trips children count cars, skidoos, houses, doors. They recognize shapes in nature. Perhaps each child makes a special spotter glass to look through on his search and record things he has found.



Graphing - How many brothers or sisters?
- How many have visited different settlements?
- Color preferences?
(Using licky-sticky shapes)

Kids vs. Clocks investigation:
Both have faces and hands.
Both can tell time.
Both can run and make noise.
Both can go round in circles.
Both can stop working.
Both come in many sizes, shapes, colors.

RELATED MATERIALS

Math Materials:

Metre stick
Cloth measuring tapes
Wool or string for measuring distances
Pegboards
Geo-boards
Old typewriter
Number line taped on floor
Dice - cut styrofoam pieces into 2 cubes
- with black marker make dice

Cuisenaire Rods
Magnetic numbers
Cube blocks
Flannel board - felt objects and numerals, shapes
Bingo game
Snakes and ladders
Lotto
Dominos - invaluable in matching equivalent sets
- can be easily made
Building blocks
Saw, nails, wood, bottle caps
Clock puzzle
Shape puzzle
Geometric form box
Beads and laces
Feely numbers - cornstarch, sandpaper, number pillows
Licky-sticky circles and squares, mosaic
Abacus

THE THINKING TEACHER

Acquaint yourself with the Math vocabulary and concepts first. Be careful to introduce concrete ideas BEFORE OR ALONG WITH vocabulary.

All children need concrete experiences. They should see, touch and handle things.

Language is also important. There must be discussion to help each child verbalize his experiences to clarify his ideas and foster further growth.

The child must be actively involved in counting, describing, comparing, handling, balancing, weighing, sorting, classifying, fitting, measuring, patterning, proving, recording, and discussing.

The teacher should become aware of the stages a child passes through in developing mathematical concepts.

Read: MATHEMATICS THEIR WAY
Mary Baratta-Lorton

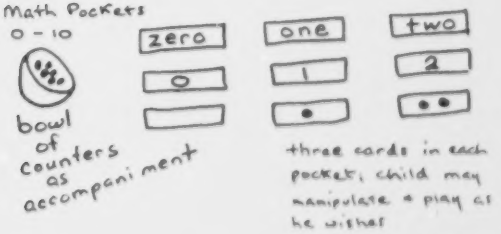
The teacher will be responsible for setting up interesting math activities in as many varied areas as possible. A math centre with manipulative materials, a working bulletin board, etc. can be kept and changed frequently.

CHILDREN'S RELATED ACTIVITIES

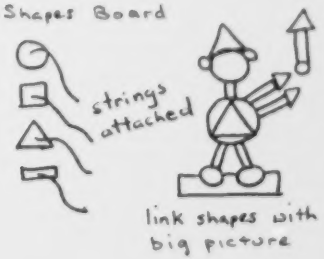
Assortment of Clocks
- -alarm
- -watch
- -digital
- -clockradio
- -grandfathers (pictures)
- -sundial, sand

Movie - Hans Tick Tocker
Song - Hickory Dickory Dock

- Math Pockets
  0 - 10



- Matching Shapes Board



RELATED MATERIALS

Sequencing by size
Shape discrimination cards
Shapes
Magnetic boards and counters
Felt fraction kit
Nesting barrels
Graduating cylinders
Pattern cards - easy to make toy cash register
- kinesthetic felt numerals
Wooden numerals, old licence plates
Sand and water table accessories: funnels, bottles, cups, jugs, pails, spoons
Simple balance scales
Thermometers, etc.

MATH ACTIVITY CENTRE IDEAS

Using masking tape divide round table into 10 sections - put box of counters in middle. Child places counters in section to match numeral.

THE THINKING TEACHER

How interesting to realize the importance of playing with other children in math. Until a child gets rid of his self centeredness he is unable to develop logical operations. This again points out the importance of balancing Kindergarten, not just concentrating on one area.

Most of our work with numbers should come about naturally in an incidental way when a problem is encountered and the teacher and child work out a solution. The skillful teacher does not offer formal lessons but is always alert to situations when number concepts may be clarified. Therefore, Math really is around us. Just look!

"NUMBER" - FINGER PLAYS, ACTION SONGS, VERSES

Never teach a finger play until you have mastered it yourself!

1. Five Little Polar Bears
(Makes a good flannel board story.)

Five little polar bears
Playing on the shore
One fell in the water,
And then there were four.

Four little polar bears
Swimming out to sea
One got lost,
And then there were three.

Three little polar bears said,
"What shall we do?"
One climbed an iceberg,
And then there were two.

Two little polar bears
Playing in the sun
One went for food,
And then there was one.

One little polar bear
Didn't want to stay
He said, "I'm lonesome",
And swam far, far away.

2. One, two
Buckle my shoe.

Three, four
Shut the door.

Five, six
Pick up sticks.

Seven, eight
Lay them straight.

Nine, ten
A good fat hen.

3. Ten little icicles were hanging,
Were hanging in a row
But when the sun began to shine
They all began to go.
They went drip drop, drip drop
Drip drop drip
And soon there were no icicles
And then they had to stop.

4. Five little birds asleep in the nest
This one woke up all the rest.
Said the first little bird, "Let's find a bug."
Said the second little bird, "Oh, the nest is so snug."
Said the third little bird, "Let's try to fly."
Said the fourth little bird, "Wait till by and by."
Said the fifth little bird, "Peep, peep, peep, peep,
All I want to do is to go to sleep."

Directions - Hand closed tight and cupped in the other hand. Raise the fingers one at a time, then at the end curl fingers up tight again.

5. Five little fishes swimming in a pool,
The first one says, "The pool is cool."
The second one says, "The pool is deep."
The third one says, "I'd like to sleep."
The fourth one says, "I'll float and dip."
The fifth one says, "I see a ship."
Fisherman's boat comes - line goes splash!
Away the five little fishes dash.

6. This old man, he played one, (raise one finger)
He played knick-knack on his thumb; (pound on other fist)
Knick-knack, paddy-wack
Give a dog a bone (clap hands)
This old man goes rolling home. (Roll hands)

This old man, he played two,
He played knick-knack on his shoe;
Knick-knack, paddy-wack, etc.

Three - on his knee.
Four - on the floor.
Five - on his side.
Six - with some sticks.
Seven - up to Heaven.
Eight - on his plate.
Nine - all the time.
Ten - over again.

7. I See Three
(Can be made up by teacher and child for any number.)

I see three: one, two, three
Three little bunnies, reading the funnies.

I see three: one, two, three
Three little kittens, all wearing mittens.

I see three: one, two, three
Three little bears, climbing the stairs.

I see three: one, two, three
Three little ducks, riding in trucks.

I see three: one, two, three
Three little frogs, sitting on logs.

I see three: one, two, three
Three little bees, buzzing in trees.

(Children may suggest more rhyming verses.)

8. 10 little apples up on a tree
10 little apples smiling at me
I shook the tree as hard as I could
Down came the apples
Mmm....they were good.

9. Ten little houses all closed up tight (fists closed)
Open up the windows and let in the light (stretch fingers)
Ten little finger people tall and straight
Ready for school at half past eight.

10. Song - Peter hammers with one hammer
One hammer, one hammer
Peter hammers with one hammer
All day long. (Pound hand on thigh)

2 hammers - 2 hands
3 hammers - 2 hands, 1 leg
4 hammers - 2 hands, 2 legs
5 hammers - 2 hands, 2 legs, head bobbing

11. A little ball (fingers forming circle)
A bigger ball (hands forming circle)
A great big ball I see (arms forming circle)
Now let us count the balls we've made
One, two, three.

12. Addition
(Say this one with 10 counters in front of each child.)

One and one are two, that I always knew.
Two and two are four, they could be no more.
Three and three are six, whether stones or sticks.
Four and four are eight, if I can keep them straight.
Five and five are ten, let's try it all over again.

13. One, two, three, four, five
Once I caught a fish alive.
Six, seven, eight, nine, ten
Then I let him go again.
Why did you let him go?
Because he bit my finger so.
Which finger did he bite?
The little finger on my right.

When you are out of a poem, make one up with the children to suit the occasion. They enjoy the spontaneity and it's a good feeling to know it is your very own:
e.g. On a fall walk we came up with:

How many colored leaves are in that tree?
Yellow ones, brown ones
Millions and millions for you and me.
Shake it well and we will see
Falling leaves just for you and me - Whee!
(Jump on crackly leaves)

OR

This is the number one - 1
Now our work has just begun.

This is the number two - 2
It means just a few.

This is the number three - 3
Two of you and one of me.

Etc.

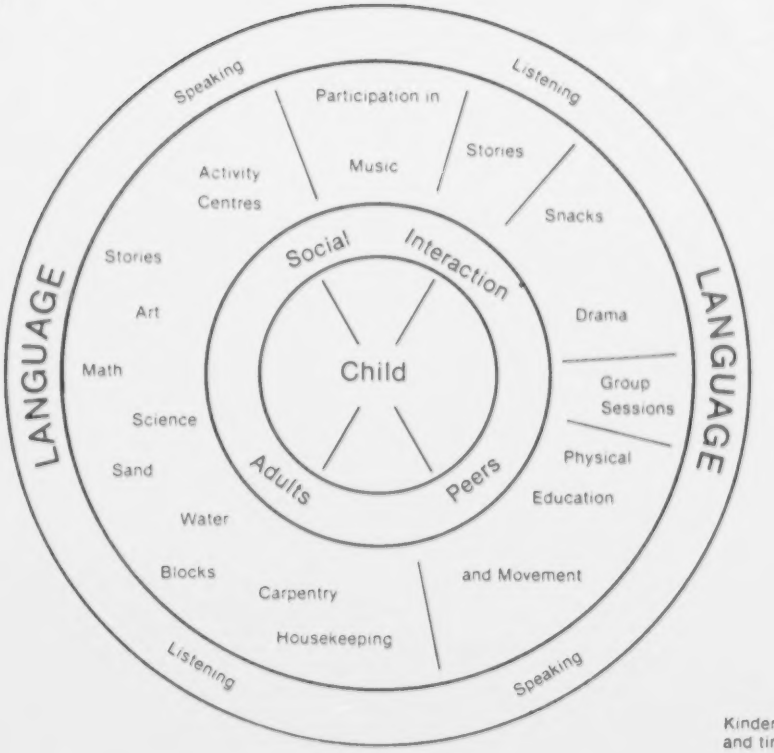
Books which help children in understanding of numbers.

Author	Title	Publishing Co.
Adshead	Brownies, Hush!	Walck
Baker	Smiley Lion Book	Golden Press
Berkley	Size of It and Ups and Downs	W. R. Scott
Bishop	Five Chinese Brothers	Coward - McCann
Carona	True Book of Numbers	Childrens' Press
Gregor	1, 2, 3, 4, 5.	Lippincott
Eichenberg	Dancing in the Moon	Harcourt
Francoise	Jeanne Marie Counts Her Sheep	Scribners
Fredevico	Happy Golden Book of Numbers	Golden Press
Friskey	Indian Two Feet and His Horse	Childrens' Press
Friskey	Mystery of the Farmer's Three Fives	Childrens' Press
Krum	The Four Riders	Follett
Ipear	Brown Cow Farm	Doubleday
Le Seig	Ten Apples Up on Top	Random
McLeod	One Sail and Me (Snail)	Little Brown
Moore	My Big Golden Counting Book	Golden Press
Soule	Lenny's 20 Pennies	Parents Mag.
Todd	A, B, C, - 1, 2, 3.	Whittlesey
Tudor	1 is One	
Watts	Brian Wildsmith's 1, 2, 3's.	Watts
Ziner	Counting Carnival	Coward

Books which develop Mathematics vocabulary.

Gag	Millions of Cats	Coward
Jonas	New Ways in Math	Prentice Hall
Schlein	It's About Time	W. R. Scott
Schlein	Shapes	W. R. Scott
Schlein	Fast is Not a Ladybug	W. R. Scott
Schneider	How Big is Big?	W. R. Scott
Shapar	Round and Round and Square	Aberlard - Schuman
Slobodin	Millions and Millions and Millions	Vanguard Press
Slobodkina	The Clock	Aberlard - Schuman
Todd	A, B, C, and 1, 2, 3.	Whittlesey

Language



Kindergarten is a place and time for language growth.

INTELLECTUAL GOALS
Language

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Speaking Informal conversations are encouraged in all activity centres: child ⟷ teacher child ⟷ child child ⟷ children children ⟷ teacher In group planning and discussion, a child helps to plan, discuss things in a group situation, contributes to a shared interest or shows and tells his own personal items, etc. One to one conversations with the teacher are important. They help in building self-concept. Teacher greets children as they arrive, converses during activities, reads stories by individual request, etc. Participation in: Songs, games, science experiments, field trips, physical education and movement, dramatic play and cooking all inspire colorful expressions and language development. Using flannel boards to tell stories. Retelling stories they have heard or making up their own.	Viewmaster & reels Colored picture collection Slides and slide projector Flannelboard and flannelboard characters Filmstrips and projector Films and projector Puppets The above can be related to current interests, themes, questions and investigations or just be "fun". Not everything has to be interrelated. Book: Language Experiments in Early Childhood A teacher Resource Book Encylopedia Britannica Publication Instructional Materials Division 1869 West Georgia Street Vancouver, B.C.	*Language originates in experience from which comes feelings, ideas and reactions. The communication of these responses to others follows. Therefore language is a tool of learning, thinking and expressing. In order to understand our language program it is necessary for the teacher to read the following:* *Elementary Education in the Northwest Territories (Language Arts Section)* *Language Development* *Primary* *English Edition* *Firm foundations must be built in Kindergarten and emphasis is on the fact that emotional, physical and social development go hand in hand with intellectual growth in young children. The quality of the learning environment we establish is of great importance. A balance must be maintained in all areas of development.* *Language must be a familiar and intimate part of a child's life before he learns to read and write. We must realize that not all children have parents who talk, listen and read to them; if this stimulus has been lacking for five years, growth will be a slow procedure. Hurrying, especially for the children who are first exposed to reading when they come to Kindergarten, will produce failure. Take time. The teacher will plan with the children activities which*

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER

Telling stories from pictures.

Explaining dreams.

Talk Time:

Let's name all the animals we can think of today
- Print a list.

Tell me all the things I could wear on my hands:
gloves, mittens, rings, puppets, fingernail polish, boxing gloves, hockey mitts, etc.

Yes or No Games

Fish swim in bathtubs?

What if?

What if you forgot your mukluks in the snow?
What if you opened the window in winter?

Make picture collections. Mount and keep in boxes.
E.g. Transportation
Food
Feelings, etc.

allow them to use their language. Social interaction and opportunities to experiment, investigate, observe, discuss and listen will be part of the program. Silence is not golden.

At the beginning of the year, the teacher will observe and listen to determine the stage of language development of each individual child. Familiarization with the Department's language program will allow her to provide suitable learning experiences.

Because children are different their stages of development in language will all differ. The backgrounds of the children may vary greatly and will determine the quality and habits of speech of each child. Regardless of how unacceptable or acceptable a child's speech is, the teacher should value all contributions. What a child says and what he experiences in saying it are much more important than interrupting to correct an error. Speech patterns are built up in an atmosphere of acceptance where talking is encouraged. If incorrect statements are made, the teacher can repeat the correct form after the child has finished his original presentation, but never in a way to make him feel self-conscious.

Child: I seen a fox runnin' today.
Teacher: I saw a fox running today.

The teacher is a model of language.

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CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Follow it with your hands. Sing a favorite song like Baa Baa Black Sheep. Indicate progression of notes with hands - higher, lower, etc. Play a song ordinary speed, fast, and slow on the record player. Discuss. Try singing one of your favorites the same way. Reproduce clapping sequences. Riddles: Make them up. I make honey for you. I am a _____? Identify sounds - cough tapping glass scrunching paper Tape children singing - listen for your own voice. Rhyming games - "There's a hole in the boat. It can't _____."		*Since 5 year olds are usually at the "aural-oral" stage of growth, the major focus of the Kindergarten will be with listening and speaking. How important it is to be able to express yourself effectively and to listen attentively before you learn to read and write!* *Formal, brief language periods are acceptable as long as the teacher realizes that in order to be effective, practice has to have personal meaning for the child.* *As a pre-requisite to reading, children must also be able to see small differences (visual discrimination), to hear significant differences (auditory discrimination) and to remember and sort out signals that his brain has received. These can be well-grounded and stressed in a Kindergarten that provides many opportunities for visual and auditory discrimination and following directions. Attention should also be paid to fine-motor and visual-motor coordination (see section on small muscles under Physical goals).*
Listening Listen to and identify recorded sounds. Listening to poems and discovering loveliness of rhythm and words as well as beauty of thought. Listening to stories and interpreting by drawing, painting, modelling, etc.	Tape recorders Records Record players Poetry books Collection of poems and finger plays Musical Instruments Children's Books: variety	*Reading begins in the Kindergarten with exposure, without pressure, to the recording of thoughts and messages. Children become aware of the fact that reading involves getting ideas, and then thinking about and responding to these ideas. Emphasis is on the thought, not the symbols.*

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Books we have read booklet: Cut several pieces of newsprint in any shape. Each day after story time, a child draws pictures of what was read and title is printed on it. Add the page to your book and see it grow. This provides an interesting book for the children to look at and is a reminder for the teacher. Remember that young children like to hear favorites over and over.	Scholastic Readers Choice Catalogue of Paperbacks - Scholastic Book Services 123 Newkirk Road Richmond Hill, Ontario	*Adults who care about children and books can bring them together with enthusiasm and create a strong desire to read. Children should hear one enjoyable story each day.*
Listening for a specific purpose: details, predicting endings, main ideas.	Bibliography of Books for Children A.C.E.I. 3615 Wisconsin Avenue, N.W. Washington, D.C. 20016 U.S.A.	*Information: Children's Book Council Inc.* *67 Irving Place* *New York, N.Y. 10003* *U.S.A.*
Writing (teacher prints what child says) Recognizing signs and labels. EXIT Labelling structures. KEEP OUT JOHN'S HIDEAWAY	Opportunities to hear gradually lead to awareness and eventually to the ability to identify and discriminate. Every community has interesting people with stories to tell. History and adventure in minds of old people is fascinating to young children.	*Reading a story to children is an art in itself, especially if you have a large group and wish to maintain interest. The choice of book is important as well as your own enthusiasm which reflects in your method of presentation. Sit the children so they are not facing a window. The pictures of the book should be clear and not blocked by light. The book pages face the children. Before beginning make sure that everyone is comfortable and can see. Decide whether you will answer questions spontaneously as they arise or when the story is completed and let the children know. Sometimes it is interesting to "tell" a story for a change. Use puppets, flannelboards, filmstrips and records as variations. Question to see how well children have listened. Recite poems and plan follow up activities motivated by the books.*
Becoming interested in and familiar with books. Compose thank you notes, letters, invitations, messages. Recording field trips. Contributing ideas of experiences. Suggesting stories for pictures or painting. Making picture charts and graphs. Creating original songs and poems. Strengthening and refining eye-hand coordination through all manipulative activities.	Weekly visits from big brother class - read to children either story or their news - share experiences. Interest Centres: one example Display of kitchen gadgets: potato peeler, can opener, masher, grater, colander, wisk, sieve, egg beater, etc. Use, test, experiment, label, discuss, etc.	

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Reading Referring to books for information (pictures). Using recipes, directions, signs, calendars, maps. Classifying, sequencing, matching. Becoming interested in and familiar with books. Recognizing names, locate books in library, about current interest or look up answers to questions. Make collage posters. Child tells story on tape. Teacher types and sends home for parents to read. "How exciting, It's mine!"	Chart Stand EXPERIENCE CHARTS play an extremely important role in the Kindergarten and should be introduced early in the year. At the beginning they may be very short and simple, using many pictures and a few words. The children dictate. The teacher records. Charts can be made up for any experience, e.g. to illustrate which things float and which sink in the water table - to record a recipe - to plan excursions or parties - to tell what happened or how they feel. The constant use of experience charts indicates to the children that reading is just talking written down. The teacher can read it and the child has the thrill of reading along with the teacher. The child sees his very own ideas in writing, is constantly aware of the left-right progression, sees that letters are made differently and written on lines, notes that spaces are in between words, etc. He becomes accustomed to the mechanics of writing by watching. Flash cards accompanying charts are good for matching words.	*Maybe a 5 minute USSR (uninterrupted, sustained, silent reading) could become a daily habit where everyone, including teacher and assistants read.* *The use of readiness workbooks is no substitute for active participation in a wide variety of experiences and constant informal conversations. Let your program become a language culture.*
Printing Some children may wish to print their own names or trace their name cards on their work. Variation: pounding name along letters drawn on piece of wood. 	tracing paper Kindergarten pencils	

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER

Some may wish to trace or copy stories the teacher has written for them. There is no pressure to do this as other activities such as painting, modelling and cutting, etc. all lay foundations for handwriting skills. However, do not discourage the children that do print. Provide them with opportunities.

Learn the letters or symbols of their language (only if the child has reached this stage - see continuum in language program).

Make a book of "feely" letters or symbols using sandpaper, rice or cornmeal, macaroni, sand, cotton, material, corrugated paper, etc.

Make letters with your body. Some require two or three friends.

Practicing sounds of letters or symbols through games. Use a mirror to see how your mouth looks when you say it.

Song: Put your finger in the _____ (color), in the _____ (color)
You can see your finger better
And you can paint a letter
Put your finger in the _____ (color), in the _____ (color).
(Tune: Put Your Finger in the Air)

Wooden Alphabet - upper and lower case.

Feely Alphabet - cornmeal and white glue make excellent "feely" letters. Have a parent make a set for children to trace over with fingers.

Alphabet pillows.

On teaching reading early

I wrote this poem last year to help parents and teachers understand the position we took at our school, not to teach formal reading in the kindergarten.

The parents are so proud;
  their five year olds are reading.
With parrot-like response,
  through many books they're speeding.
Little Johnny has the wiggles
  as he holds his book so tight.
And Suzy squints a bit,
  as if the light was too bright.
Jimmy needs to leave the room
  more often than before,
And Mary likes to look about
  or stare out of the door.

The doll house stands empty now
  because pretend is just for babies.
They are reading now
  like real grown-up ladies.
The painting center has not been
  used today;
There's paper work to do,
  so there isn't time for play.
The blocks have not been out all week
  to build those trucks and cars.
But you should see the workbooks
  covered with erasures, tears and stars.

Too much, too soon, as over
  the surface they skim.
They never give the child a chance;
  they only touch the brim.
All five year olds should be reading now,
  seems to be the message that I get;
But it is hard for me to believe
  they should leave their childhood yet.
What happened to make-believe, pretend
  and the story hour-
The time to be a little child, a small bud,
  not a full blown flower.

Melba Johnson, First Grade Teacher, T.L. Heaton School, Fresno, California

CULTURAL GOALS

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
*Sample page using Kindergarten class at J.H. Sissons, Yellowknife		
Exchange visits with other Kindergartens: Mildred Hall St. Joseph's St. Patrick's Tree of Peace	Globe Study prints Slides of Yellowknife Films, records, songs and music of different peoples	*"I have a right to be me. Our differences I can plainly see. But the sameness we bear Can make all of us care For each other and the rest of humanity." - D. Redshaw*
Picking rosehips and making jam. Studying types of homes we live in and making mural or box sculptures: trailer courts high rise and apartments town houses single houses Walking to old Negus minesite. Comparing old Con shaft and new Robertson shaft. Collecting rocks with "fools gold". Miner (hopefully parent) in to visit, with safety equipment on. Demonstration of diamond drill out on the rocks. Sort discarded core samples. How did Yellowknife get its name? Study birds that winter in Yellowknife. Make bird cakes and feed birds (even if the ravens steal it all in an hour!)	Read Northwest Territories Learning Materials Catalogue (especially section on choosing materials). Materials from Education, Program & Development Division should be in your school. Check there or local resource centre for many interesting items such as Dogrib legend filmstrips and tapes, Johnny and Tendi series, Pik magazine, etc. Parents are your best resource when it comes to exposure to various cultural media.	*The child whose culture, society and language differ from those encountered in school has a much greater demand on his emotional resources. The child is first and foremost a part of his family and his community. His language and his pride in what he is should be strengthened.* *Our goals imply that we will go to the child and build on what he brings. We must never willfully damage his self-image with our "good" intentions of making him fit <u>our</u> program. Kindergarten bends to the child. <u>He</u> is the program and the curriculum.* *After all, what is a Canadian? Each of us brings something special to the so-called "mosaic" and this sharing, acceptance and understanding of our differences is a far greater bond than standing apart.*

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER

Celebrating Caribou Carnival. Arrange for visit from Carnie, and for children to go on dog sled rides. Cook Caribou Stew. Visit Northern Images and see native crafts. Discuss how many of their mommies make things. What kind of things? Native visitor in to show traps, furs, etc.

Go Ice Fishing on Great Slave Lake. Discuss fishermen. What kind of fish do they catch? What are their boats like? Have a fish tasting party.

Learn to say "hello" and count to 10 in different languages that children bring with them.

Unit on the Inuit.

CELEBRATION OF HERITAGE DAY: Sharing different backgrounds: parents in to read stories, costumes, cook, etc.

Celebrating Chinese New Year. Making large dragon and noise-makers. Parading through school, culminating with dinner: vegetables cooked in a wok served with rice: using chopsticks and drinking cooled green tea.

CULTURAL GOALS
Music

CHILDREN'S RELATED ACTIVITIES

Singing songs - familiar
Learning songs - new
Singing games - London Bridge
- Did You Ever See A Lassie

Teacher sings roll call and children sing names back.

Echo games. Teacher leads. Child responds. "We're going on a Caribou hunt."

Scale games (make up appropriate words).

As I climbed up the pine tree
do re me fa so la ti do

The pine cones all fell down on me.
do ti la so fa me re do

Child participates in a wide variety of movements, either to music or imaginative interpretation. "How would they fall on a quiet day?" "Move like this music makes you feel." "Swim like a whale." "Snuggle like a sleeping puppy."

Sound Circle (children are super mimics).

a train
a skidoo
a clock
a fire engine

Noisy? Yes, but what a good way to let out pent up energy.

RELATED MATERIALS

Record player
Collection of records (Scholastic books and record sets are used by children and are inexpensive)
Tape recorder and tapes
Audio-filmstrip viewer
Piano
Autoharp

Rhythm Instruments: Make sure they are sturdy and safe. Look for sharp edges.
- drums
- tone blocks and stick
- xylophone
- triangles
- dinner gongs
- bells
- cymbals
- finger cymbals
- tambourines
- maracas

Note: Usually the above material can be borrowed from other parts of the school. However, if possible, the Kindergarten having its own is preferable.

THE THINKING TEACHER

Music can occur at any time of day and it should be an integral part of every Kindergarten. Our main concern is to foster the natural love of music in all children. Experiences will be both spontaneous and planned.

Songs can enrich experiences or create moods: e.g. When a child has completed a bright sunny painting, the teacher might comment by singing "You are my sunshine". When Johnny wears new red runners, a singing comment "Johnny has new red runners. How fast can he go?" (to Old MacDonald Had a Farm) is appropriate. During a busy playroom, classical background music can be softly played. Singing or humming can be a spontaneous creative activity if encouraged. It is a delight to see a group of individual children making up songs about the activities they are involved in.

However, to ensure musical growth, a planned music time of at least 15 minutes per day is recommended. If arranged at a regular time, the children will look forward to it. A circle allows all children to be in direct contact with the teacher, thus maximizing the opportunity for imitation. This circle can be a masking tape outline in the group centre. Sufficient room for all children plus teacher to sit comfortably should be given.

CHILDREN'S RELATED ACTIVITIES

Listening: high/low
soft/loud
fast/slow

Story a record tells:
What instrument do you hear?
Where is it?
How does this music make you feel?
Which sound makes you think of raindrops?
Which picture matches the music?
What story does the music tell?
What would you do to this rhythm?
Etc.

Children exhibit their sense of humour by making up their own gobbledygook language and repeat their nonsense phrases.
E.g. Oo loo moo loo
Oo loo moo loo
Oo loo moo loo
Wham baa dee

Children move to music and then paint a picture with same music playing in background.

Keeping time to music with body, clapping, patting, snapping fingers, swaying, etc.
- with instruments.

Children are introduced to musical instruments. "The Drum is Going to Play" - to Farmer in the Dell. Experiment with instruments - accompanying songs and dances.

RELATED MATERIALS

If the budget is limited, the teacher may choose to make instruments with the children.

Drums: Coffee cans with plastic lids.
Coconut shells — As a head a plastic
Wooden bowl — cover or piece of
Large tin can — strong shellacked cloth
Use dowels or smooth sticks for drum sticks.

Sand blocks: Children cover sanded blocks of wood with sand paper.

Tambourines: Sew bottle caps or bells to the edge of paper plates.

Sound boxes to shake or rattle: Yogurt or cottage cheese cartons with lids - little boxes, toilet paper rolls filled with pebbles, beans, nails, paper clips, etc. Decorate and make sure ends are sealed well.

Make a set of tone bottles. Select bottles of same size and shape (salad dressing bottles are good containers). Fill to different levels with water. Teach children to tap gently with spoon. What sounds can they create?

THE THINKING TEACHER

How can a circle be formed without excitement or confusion?

One suggestion is to have books nearby and as children individually tidy after their previous activity, they get a book and sit in the circle reading and chatting until all are ready. Then two children can collect books and music time begins.

During a music circle variation is necessary:
Songs with or without actions
Finger plays
Drama
Rhythm, movement
Loud, soft, simple, difficult songs
Teacher chooses songs
Children choose songs
Listening
Alternate singing (Row, row your boat)
Individual child singing or teaching song
Creating new songs, musical instruments, etc.

Children may ask for favorite songs over and over. They enjoy repetition. How many different ways can you think of to enjoy one favorite song?

As a repertoire is built, it is wise to record the title of songs and verses learned and post it nearby. It provides instant recall for the teacher.

What do you mean you can't sing? Teachers do not have to be good musicians to enjoy this part of the daily program. Many resources are

CHILDREN'S RELATED ACTIVITIES

Resting to records of varied types.

Form a rock and roll band and have a dance with their own music.

Have a "rock" concert. Children bring in favorite record - make pizza and dance.

Disco dance - arrange for colored lights to go off and on. Play disco records. Children dance.

Form a parade. Make costumes. Choose instruments and march throughout the school throwing paper ticker tape cut thinly by children from newspapers. (Of course, forewarning would be desirable).

Every community has its performers and musicians. Children invite them in to perform.

Help in making their own rhythm instruments.

How do instrument sounds make you feel?
Move accordingly:
- Drum - marching, elephants.
- Bells and triangles - fairies, ballerinas.
- Rhythm sticks - clocks, rain drops, horses.

Make up musical T.V. show.

Invite in another class to participate in a program of favorite songs. Christmas is a good time but extend this togetherness at other times throughout the year.

RELATED MATERIALS

Song Books:

New Highroad of Song
Fletcher and Denison
W.G. Gage & Co.

Songs to Grow On and
More Songs to Grow On
B. Landeck
Wm. Sloane Assoc.

Lucile Panabaker's Song Book
Peter Martin Assoc.

Fireside Book of Folk Songs
Simon and Schuster.

Sally Go Round The Sun (plus accompanying record)
Edith Fowke
McClelland and Stewart.

Music For Early Childhood
Silver Burdett & Company.

Music and Motion
Edna Buttolph
Willis Music Co.

THE THINKING TEACHER

available and learning together is also fun. In a happy, joyful, uncritical atmosphere everyone can feel successful with his efforts.

Music circles need directing. The teacher, besides participating and enjoying, must lead and control the children. It is she who must decide when and in what way the children are to contribute. The teacher must never be at a loss or hesitate in her leadership. Once the children realise that they will each have opportunities, they can relax and be interested in not only their contributions but everyone else's. We do not want one person to monopolize and those less able ceasing to make efforts.

How do we teach a new song? Learn it well first before you introduce it to the children. Perhaps a discussion of the subject or a story provides a good beginning. Then sing it once while the children listen. Then the children can echo the lines. Only repeat it a few times and then practise it again the next day. Gradually it will become "a part" of the group.

"Sing when you are happy
Sing when you are blue
Sing a song every day
And I will sing one too."

P.S. Don't forget to sing outside. Field trips are fine times to sing, walk and talk and a music circle in the snow with the freedom of space is a beautiful adventure.

CHILDREN'S RELATED ACTIVITIES

Give a concert of well loved songs for the parents.

RELATED MATERIALS

Books About Music:

Music For Young Children
Vernice Nye
Burnst and MacEcchern.

Children and Music
B. Landeck
Wm. Sloane Assoc.

Children Discover Music and Dance
Emma Sheehy
Henry Holt.

Creative Rhythmic Movement for Children
Gladys Andrews
Prentice Hall

Making Musical Instruments:

Musical Instrument Recipe Book
McGraw Hill Elementary Science.

Making Musical Apparatus and Instruments
K.M. Blocksidge
British Assoc. for E.C.E.

Make Your Own Musical Instruments
M. Mandell and R. Wood
Sterling.

THE THINKING TEACHER

A child should not have to enter the music circle. If it is interesting enough, he will be there. He should be allowed to watch and once he joins the group, he must not be forced into actively participating. Many children watch silently for a long time before they take part. Remember music can be the highlight of the day and in most cases the child's interest will overcome his reluctance.

After children listen and respond freely to rhythm, musical instruments can be introduced. Children should learn the name of the instrument, observe how it is played and handled. Then the instrument can be left out for experimentation and manipulation during activity time, or used as accompaniment during music circles.

Rhythm bands provide a great deal of enjoyment (and noise). Be prepared.

Let all kinds of music weave itself through your day.

Take advantage of the talents of the people in your community. Will they come and perform for the children? Children will be anxious to handle instruments and whenever possible, should be allowed, with close supervision. Remember to discuss beforehand, with the performer, what five year olds are like.

CULTURAL GOALS
Drama, Creative Movement and Dance

CHILDREN'S RELATED ACTIVITIES

In group planning children may decide to build a spaceship to the moon or a dinosaur cage, etc. Helped by teacher, they will secure materials needed and work together, creating their own dramatic play. The teacher through Creative drama will lead them to further interpretations and understandings.

In activity centres children continually set up and act out situations, feelings, stories, etc.

Listening to tapes and records.

Making up and singing songs.

Spontaneous and expressive moving to music and rhythms.

Exploring different ways to use body and space.

Dramatizing stories, fairy tales, nursery rhymes, poems, songs, etc.

Children participate in sensory activities and express original thoughts and new reactions.

"Jello squares in my hand dance like blobs of seal fat." Really? Can everyone dance like blobs of seal fat?

RELATED MATERIALS

All activity centres are condusive to dramatic play.

Dress up clothes and accessories are especially good.

When working on a theme create "atmosphere" and induce play by special props and setting the stage. For instance at Hallowe'en:

Place a sign on the door. Put 2 plain bed sheets, a big black cardboard witch's hat and broom in the housekeeping centre. Place Hallowe'en books, filmstrips and macabre music in the Quiet Centre.

Hang cobwebs from the ceiling. Black and orange strips of paper, black and orange paint at easels, and orange playdough can be at the Art centre. A Science table with pumpkin, and a chart showing pumpkins from seed to vine will spark interest. Creative movement around black cats, witches, ghosts and favorite Hallowe'en characters can be expressed. Act out Cinderella and Georgie. Dance to eerie music. Make children feel and think Hallowe'en and see how their dramatic play takes on new roles.

THE THINKING TEACHER

What is drama? The acting out of situations in which participants become deeply involved.

Observing children at play, one cannot help but recognise the powerful influences at work in make-believe (dramatic) activities. Through make-believe the child investigates his world by participating in self-made experiences.

Concepts from every experience are integrated into dramatic play and thus drama becomes a way of helping the child to handle the world he lives in. By sharpening his skills to deal with the frustrations of reality, problem solving communication, social and personal skills are all enhanced.

The child identifies with various roles and through his "acting-out" clarifies his concepts and understandings. Sometimes when a child is pretending, the line between reality and fantasy is fuzzy.

Through drama, a child can learn to handle his emotions. Fears are manageable when brought into a make-believe setting and the acting-out of negative feelings makes it possible to better understand himself and other people around him. Often imaginative play is wish-fulfillment.

CHILDREN'S RELATED ACTIVITIES

Making and using puppets.

As children grow in their work with puppets, they organize puppet shows, make signs, tickets, etc.

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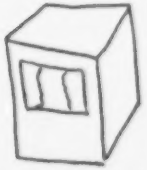
RELATED MATERIALS

Puppets are excellent props to enable children to express themselves. See next page.

Puppet theatres:

1. Drape a blanket over 2 small chairs.

2. Simply turn a table on its side.

3.  Cut a square out of a large packing box. Make curtains.

Book: Drama - Peter McWhir
Calgary Catholic Schools

Records of music that create different moods and actions.

Building with blocks.

Flannel boards and various accessories.

THE THINKING TEACHER

Make-believe falls into two categories:

The first which we will call "Dramatic Play" is unstructured. The child freely sets up the situations and interprets his own feelings and ideas in his own words and actions. Dramatic plays of this nature can be seen daily in Kindergarten. Just observe the various activity centres and listen.

The second is a prepared situation. This one we will call "Creative Drama". The teacher sets the stage but allows the child to freely interpret, e.g. interpreting stories and poems or settings verbally formed by the teacher. "Imagine that you walked into the bush on a very quiet morning. Think of all the things you see, hear, and touch. Feel how quiet it is. Gather around me. What did you feel? Find a partner. Go back into the bush together so quietly that you will not disturb any animals or things. What can you see together?" etc.

In drama, creative movement and dance, no child experiences failure or rejection. Acceptance will overcome shyness and self-conscious attitudes.

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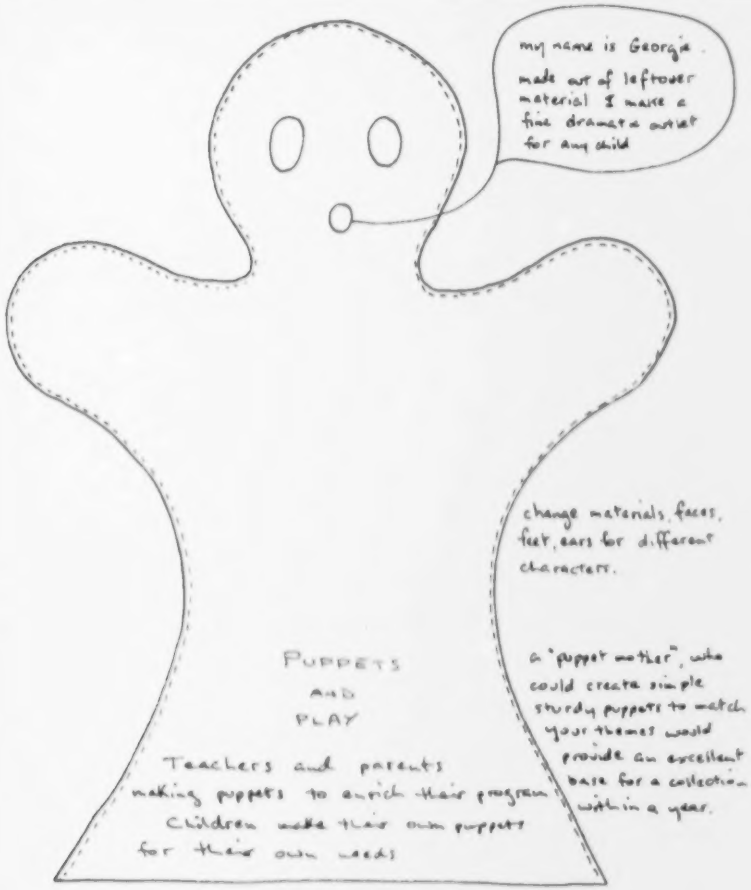
PUPPETS


my name is Georgia
made out of leftover material I make a fine dramatic outlet for any child
change materials, faces, feet, ears for different characters.
a "puppet mother", who could create simple sturdy puppets to match your themes would provide an excellent base for a collection within a year.
PUPPETS
AND
PLAY
Teachers and parents making puppets to enrich their program
Children make their own puppets for their own needs

1. Stick Puppets

Child draws animal or person on thin cardboard, colors and cuts it out, fastens it to a strip of stiff cardboard - branch, popsicle stick.

2. Paper Bag Puppets or Masks

Small lunch bags are decorated by child, and he inserts hand, or bags can be stuffed with newspapers, tied to a stick and decorated. Large bags can be worn over head.

3. Peanut Shell Puppets

Children decorate faces on peanut shells with markers and stick them on tips of fingers.

4. Finger Puppets

Child makes small faces - pastes a paper strip at the back of them and then tapes onto fingers.

5. Sock Puppets

Place sock on hand so that the knuckles fit into the heel, separate fingers and thumb. Use other hand to push toe of sock inside hand between fingers and thumb. Sew on buttons for eyes; use wool for whiskers, hair, etc.; felt for ears. Or stuff toe of sock with old nylons, rags or paper to make a ball. Tie string around neck - decorate.

ART

THE LITTLE BOY

Once a little boy went to school.
He was quite a little boy.
And it was quite a big school.

One morning,
When the little boy had been in school awhile,
The teacher said:
"Today we are going to make a picture."
"Good" thought the little boy.
He *liked* to make pictures.
He could make all kinds:
Lions and tigers,
Chickens and cows,
Trains and boats –
And he took out his box of crayons
And began to draw.

But the teacher said: "Wait!
It is not time to begin!"
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make flowers."
"Good" thought the little boy,
He *liked* to make flowers,
And he began to make beautiful ones.
With his pink and orange and blue crayons.

But the teacher said, "Wait!
And I will show you how."
And she drew a flower on the blackboard.
It was red, with a green stem.
"There," said the teacher,
"Now you may begin."

The little boy looked at the teacher's flower.
Then he looked at his own flower.
He *liked his* flower better than the teacher's.
But he did not say this,
He just turned his paper over
And he made a flower like the teacher's.
It was red, with a green stem.

On another day,
The teacher said:
"Today we are going to make something with clay."
"Good!" thought the little boy,
He *liked* clay.
He could make all kinds of things with clay:
Snakes and snowmen,
Elephants and mice,
Cars and trucks –
And he began to pull and pinch
His ball of clay.

But the teacher said:
"Wait! It is not time to begin!"
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make a dish."
"Good!" thought the little boy,
He *liked* to make dishes,
And he began to make some
That were all shapes and sizes.

But the teacher said, "Wait!
And I will show you how."
And she showed everyone how to make
One deep dish.
"There," said the teacher,
"Now you may begin."

The little boy looked at the teacher's dish.
Then he looked at his own.
He *liked his* dishes better than the teacher's.
But he did not say this.
He just rolled his clay into a big ball again,
And made a dish like the teacher's
It was a deep dish.

And pretty soon
The little boy learned to wait,
And to watch,
And to make things just like the teacher.
And pretty soon
He didn't make things of his own anymore.

CULTURAL GOALS
Art

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Read: Artists All, produced by N.W.T. Dept. of Education, 1977. PAINTING Picture making at easels, on the floor or tables; alone, in pairs or groups (murals). Children often mix or smear colors. Let them! They investigate, discover and expend emotional energy. Painting with Q-tips, twigs, string, sponge pieces, etc. Experiment with color - light, dark, rainbow, camouflage, mixing colors, etc. Painting constructions they have made out of wood, odds and ends, or box sculpture, clay models, etc. Painting props for play e.g. train, bus, boat, number blocks. Spatter Painting: Design is cut out by child and placed on sheet of paper. A wire screen is held over the design and toothbrush dipped in desired color of paint. The brush is rubbed briskly over the screen to give a splatter effect around the outline of the object. Stencils: Child cuts designs, paints over them and then removes stencil.	Art Centres are messy! They should be located close to a sink, or pails with water and sponges kept handy. Decorate garbage cans (Ravens, Oscar from Sesame Street) and locate these close to work areas. Cleaned oil drums make excellent garbage eaters and children can decorate them. Tempera paints make a bold bright medium. (Tempera blocks are cleaner and easier, but too restricting if the child expects immediate color). To thicken paint add liquid starch or wallpaper paste. Tincture of green soap prevents souring. Paint can be mixed and kept in air tight jars. (How about a parent-mixer when supply gets low?) For children's use it can be poured into smaller containers which are covered when not in use (prevents drying out). A bit of water thins paint that has become too thick. Baby food jars and tin cans or juice tins are suitable, but watch for jagged edges on tins. Muffin tins for painting on tables and on the floor will hold several colors. Keep a roll of tin foil handy for covering. Furniture coasters will stop tins from tipping.	*What are creative activities in Kindergarten?* *They are the living and growing processes of childhood. Therefore the total Kindergarten consists of creative activities. The teacher must allow creativity to grow out of the child's needs together with the acceptance of where each child is and the faith in where he is going. Our program, planned as a living process, allows the child's learning to come out of his experiences. He participates in and initiates creative activities.* *Being creative is being original in ideas and action. Everyone is creative in his own way, but it is important to realize that creativity is not taught. However, it can be motivated, encouraged and nurtured in a <u>well</u> planned Kindergarten.* *ART IS JUST ONE FORM of creativity in Kindergarten.* *What is Art?* *Sometimes it is a way of saying something that cannot be easily said in words. It is delight in the exploration of materials. Children love art. "Look," they say, "I have brought something into being." Art is the transformation of ideas through effort and experimentation. Art is an opportunity to learn that people think and feel differently*

CHILDREN'S RELATED ACTIVITIES

Straw Blowing: Paint is dropped on a shiny surface (freezer paper, shelf paper, fingerpaint paper) and blown over surface through a straw.

Fingerprints, handprints, footprints - child paints these and then makes prints on paper.

Vegetable prints - (One large potato cut into many small shapes and forms will provide enough pieces). In a shallow container place paint and few paper towels to make a homemade stamp pad.

Thing Printing - all kinds of objects can be dipped in paint and used to print. Keys, sponges, spools, potato masher, string, etc.

Can others guess what object child printed with?

Print on square pieces of material, use nonwashable magic markers or paint on them. Teacher surprises class by making a special skirt or article of clothing from these efforts.

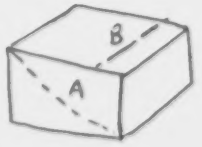
Sometimes the teacher throws out verbal encouragements:
"Paint how fire would look if it were close to you."
"Paint how the world would look to a giant."
"Paint how the world looks with your eyes closed."
"Paint how you feel when you're happy."

RELATED MATERIALS

Long handled brushes which are large and full are preferable. Provide a few narrower ones for children who feel need for them. It is advisable to have a separate brush for each color. They should be washed daily in warm water. A brush holder is handy.

Clean and fill empty roll-on deodorant bottles with paint.

Easels are best, but not necessary. Working on flat surfaces (floor or table) is appealing.



Two table easels made from one cardboard carton. Cut diagonally as shown in A. Cut 2 slits in longside of B to fasten by clothespins. These can be used on tables or floor.

Paint drips! Floor area should be covered by a washable surface - old shower curtains, linoleum, or oilcloth works well.

THE THINKING TEACHER

about the same things. There is not always one right way and everyone has a right to their point of view. Art develops tolerance for different ideas. If art is integrated into our total program it is very difficult to separate art and creativity. In this section we will look specifically at art as opportunities for expression in painting, drawing, modelling, construction, printing, sewing, carpentry, sand and water.

In Kindergarten art each child's unique and spontaneous creative accomplishments are recognized. The value of the art activity is in the doing of it. There will be no pressure to produce set products or to compete with ideas of others. There is no place for coloring books, mimeographed sheets or other devices that rob the child of his confidence and resourcefulness.

Lessons where the teacher provides a specific model are usually presented at special times. (E.g. when traditional symbols are associated with events - Hallowe'en, Christmas, Valentines, Easter). However, this is a directed construction lesson, not creative work. These directed lessons are necessary to teach the children new skills which they in turn can apply later to their own original work of art.

Inhibitions result from a child becoming aware of what adults and playmates consider to be "good or bad" art. Tread carefully and acknowledge as well as encourage the differences with positive remarks.

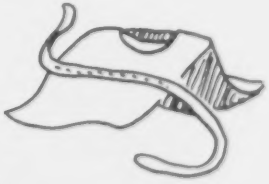
CHILDREN'S RELATED ACTIVITIES

RELATED MATERIALS

A pencil tied on a long string to the easel will not disappear when it comes to printing names or stories on work.

Drying areas are essential. Old clothes rack, clothes lines with clothes pins or chart stand with hangers and clothes pins are all easy for children to use.

Old shirts or smocks should be worn as coveralls.



Easy art aprons - old sheet or shower curtain. Out of rectangle, cut hole large enough to slip over head. Add narrow strips to waist.

Assortment of papers:

Newsprint - various sizes
Construction paper - various sizes
- assorted colors
Roll brown kraft wrapping paper
Large rolls of colored poster paper
Heavy white paper
Metallic paper
Gummed paper
Tracing paper
Cellophane

THE THINKING TEACHER

Creative art work teaches children how to think, not what to think. In the presence of a problem or idea, thinking takes place and involves choice and judgment on the part of the child. When children are given too much direction, and when choices are made for them, they have limited opportunities in problem solving experiences. It is very easy to get caught up in this with young children. Take stock of what you are saying and doing periodically. Does it induce or squelch creativity?

Helping the child to think about the thing he wants to make will ensure he is making his version, not ours. Ask questions to motivate the child's latent awareness. Don't present your preconceived concepts. What a difference between a teacher who will say "We are going to make a picture of our Settlement. I want you to draw the Bay, you to draw the R.C.M.P., you to draw the school, etc." and "What is it in our Settlement that you like? Is it the people chatting at the store or the noisy skidoos? What do you like best John? What do you think of first Jane?"

Art centres will be introduced to the group as well as special activities decided upon. Rules and routines for usage and tidying will be established together. During activity time the child will be free to choose what is of particular interest to him. If a child uses the same materials daily, he should be allowed to satisfy his desires for using this medium. Gradually, though, the teacher will encourage or guide him to experiment with different media,

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
	Surprise children by providing different shapes occasionally. E.g. huge pumpkin shape at Hallowe'en with black and orange paint only, or eggshaped papers with pastel prints at Easter, or cut edges with pinking shears.	*assuring him he will be able to return to his favorite again. The use of a check chart to keep a record of the child's choice will aid the teacher in seeing where guidance is needed.*
Finger Painting (teacher demonstrates techniques) 1. Put on paintshirt. 2. Wet paper. 3. Put paste on paper. 4. Choose color and sprinkle powder paint in and spread. 5. Use hands, knuckles, fingers, fingernails, elbows, etc. to produce different effects. Dig in and spread. 6. When complete, carry picture to newspaper which has been spread in out of way place. 7. Wash hands and tidy table. 8. Print name on piece of paper and place next to his fingerpainting.	Straws, various sizes Paper plates Aluminum cans Old toothbrushes Pieces of wire screening (edged with cardboard for safety)	*Painting, drawing, modelling and construction should be a part of the daily program. Activities can be set up "Cafeteria" style where materials are arranged on shelves and child helps himself to what he wants and takes it to a table. "Work Centre" style is where materials are set up on tables and child chooses table he will work at.*
	Container of water and sponge to wet paper. A thick mixture of wallpaper paste. Powder paint in spice bottles. Oilcloth or heavy plastic over table.	*What do you do when a child asks for help?*
Drawing: All young children are interested in drawing, right from the scribbling stage through the more controlled steps, on to picture making and design.	Finger Paint Recipe: 6 cups water 1 cup liquid starch ½ cup soap chips Dissolve soap chips in water until not lumpy. Mix well with starch. Finger Paint paper or high gloss shelf paper or magazine pages.	*"I can't draw a caribou. You do it for me."* *Teacher might reply: "If I make it, then it's my caribou, not yours, and I want to see your caribou. How many legs does he have? Will his tail be long or short? What color will he be? What shape will you make his horns?" Praise his efforts no matter how meagre. When help is asked for, guide the child's conceptual understanding, not his hand. Never do anything for a child he can do for himself.*
Chosen media used on different textures of paper.		
	Crayons should be available for children to use when and as they like. Complete sets of colors could be set out in baby food tins or small boxes. If preferred, crayons of one	

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Shaved crayons pressed between 2 sheets of wax paper with a warm iron. Add tissues, ribbons, leaves, wool bits, etc.	color can be placed in separate boxes with child choosing colors he wants and returning them to proper boxes.	*SCROUNGE JUNK!*
Crayon textures - coloring on paper placed over rough surfaces - corrugated paper, lace doilies, pennies, netting, leaves.	Individual pencil sharpeners or kitchen grater Wax paper roll Iron Colored pencils Pastels Chalk (colored and white) Large primary pencils Various sizes, colors and textures of paper (remember that ends from print shops are usually thrown out) Felt tip markers are a luxury item, but children love them	*Raw materials for most of the interesting work that children do consists of many items that are discarded from homes and businesses.* *Most parents gladly collect materials if they are given a list of what can be used. (See next page).* *Storage must be carefully planned. In order to use them easily, the materials should be sorted in separate containers and marked with picture labels.* *E.g. large juice tins* *large pickle bottles* *restaurant size shortening pails* *large bleach or softener bottles* *ice cream pails* *shoe boxes*
Drawing a picture with crayons and "washing" it with pastel colored thin paint. Why doesn't the paint stick to the crayon?		
Chalk and water. What happens when you dip chalk in water and draw?		
MODELLING		
Clay: This is one of the most satisfying material for children and should be made available at all times for squeezing, squashing, mixing, rolling, pounding, and creating.	Air tight container - a stone crock or plastic pail with lid is a good container for clay. After using, clay is rolled into grapefruit size balls. Teacher makes a deep thumbprint into ball and fills holes with water. If neglected, clay gets hard to use. If too soft, omit water for a day.	
Plasticene Modelling: A group period where children work on a common project, e.g. illustrating legends or stories, making Northern animals and a display is set up.	Individual cutlery boxes containing balls of plasticene and accessories in separate compartments are convenient and easy for child to transport.	
Papier Mache: Cover balloons with strips of newspaper dipped in wallpaper paste. Add features. Dry and paint. This is a very messy activity. One suggestion is that a few children work at this project, one at a time, in emptied water table.	Accessories - buttons, popsicle sticks, toothpicks, shells, pipe cleaners, twigs, rolling pin, cookie cutters. Plasticene softens if left near heat. Spots on table or floor can be wiped up with turpentine or coal oil.	

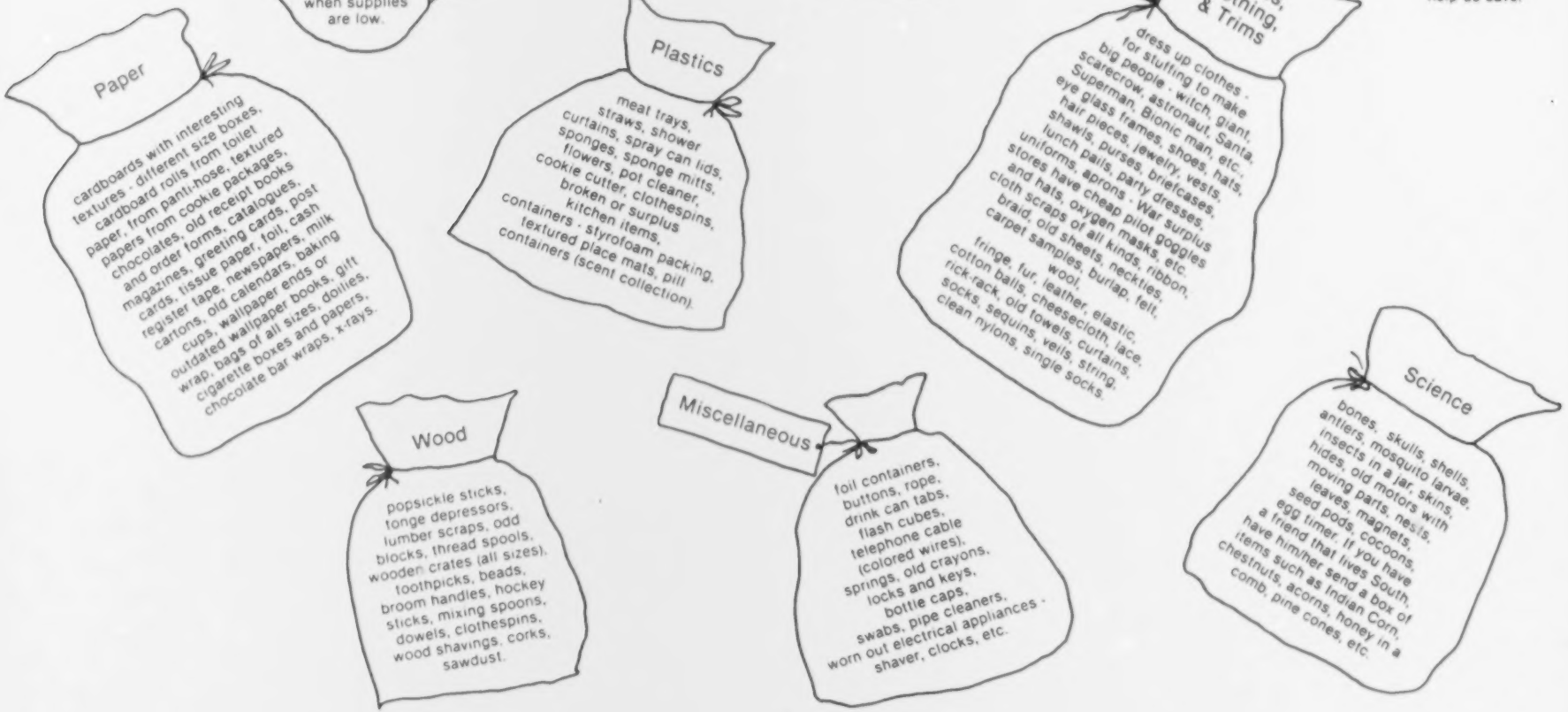
Beautiful Junk Treasure List

Attach list to a paper bag child has decorated and send home.

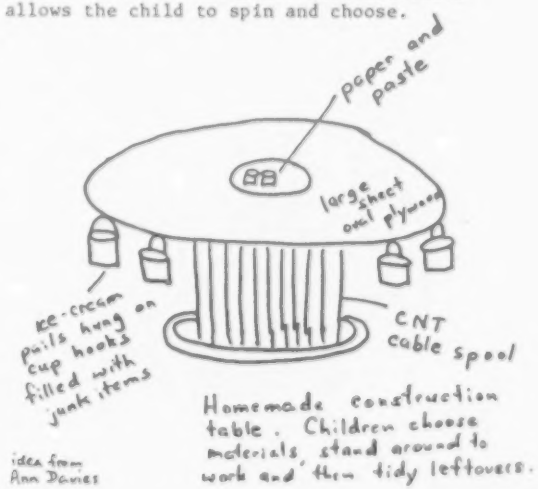
Set up a recycle centre when supplies are low.

You may not know it!

Lots of things that you throw out can be used by us. Please help us save.


Paper
cardboards with interesting textures - different size boxes, cardboard rolls from toilet paper, from panti-hose, textured papers from cookie packages, chocolates, old receipt books and order forms, catalogues, magazines, greeting cards, post cards, tissue paper, foil, cash register tape, newspapers, milk cartons, old calendars, baking cups, wallpaper ends or outdated wallpaper books, gift wrap, bags of all sizes, doilies, cigarette boxes and papers, chocolate bar wraps, x-rays.
Plastics
meat trays, straws, shower curtains, spray can lids, sponges, sponge mitts, flowers, pot cleaner, cookie cutter, clothespins, broken or surplus kitchen items, containers - styrofoam packing, textured place mats, pill containers (scent collection).
Fabrics, Clothing, & Trims
dress up clothes - for stuffing to make big people - witch, giant, scarecrow, astronaut, Santa, Superman, Bionic man, etc. eye glass frames, shoes, hats, hair pieces, jewelry, vests, shawls, purses, briefcases, lunch pails, party dresses, uniforms, aprons - War surplus stores have cheap pilot goggles and hats, oxygen masks, etc. cloth scraps of all kinds, ribbon, braid, old sheets, neckties, carpet samples, burlap, felt, wool, fringe, fur, leather, elastic, cotton balls, cheesecloth, lace, rick-rack, old towels, curtains, socks, sequins, veils, string, clean nylons, single socks.
Wood
popsickle sticks, tonge depressors, lumber scraps, odd blocks, thread spools, wooden crates (all sizes), toothpicks, beads, broom handles, hockey sticks, mixing spoons, dowels, clothespins, wood shavings, corks, sawdust.
Miscellaneous
foil containers, buttons, rope, drink can tabs, flash cubes, telephone cable (colored wires), springs, old crayons, locks and keys, bottle caps, swabs, pipe cleaners, worn out electrical appliances - shaver, clocks, etc.
Science
bones, skulls, shells, antlers, mosquito larvae, insects in a jar, skins, hides, old motors with moving parts, nests, leaves, magnets, seed pods, cocoons, egg timer. If you have a friend that lives South, have him/her send a box of items such as Indian Corn, chestnuts, acorns, honey in a comb, pine cones, etc.

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Sawdust Modelling Painting articles when dry Mud Pies - (a great Spring activity) Paint mud pictures and then erase with clear water. Playdough - children make it and use alone for modelling or with accessories. CONSTRUCTION Cutting and Pasting: Experiment with cutting different lines - fringed, wavy, jagged. Free hand paper cutting is excellent for hand-eye coordination and muscular control. There is a logical sequence for construction. You discover	Sawdust Modelling Recipe: 2 parts sawdust 1 part wallpaper paste Do not use accessories as they fall out when dry. This is a scratchy, itchy texture. Oobligook: 2 cups warm water in bowl. Sprinkle 3 cups cornstarch in. Mix with hands. (Becomes liquid when left alone. Turns to solid with heat from hands). Recipe: (children can make) 2 cups flour 1 cup salt 1 tbsp. oil 1 cup water plus food coloring Knead until smooth. Keep in plastic bag when not in use. Provide "learning to cut" times for children who are unable to handle scissors properly. Teach children how to paste. Use only a touch of paste to keep the finished surface clean. Spread with finger or brush.	*There should be occasional evaluation periods where children bring their work to show and discuss. Individuality and effort should be valued here. Encourage child to talk about his art product if he wishes to do so. Guide the comments of other children. Teacher's comments which are specific are more sincere than plain praise. E.g. "I like the way you blended the yellow and blue paint. What happened?" "You put big shapes and little shapes together."* *Display all children's work, not just "good" ones.* *The teacher needs to have a workable knowledge of art materials and tools. The teacher organizes the environment and provides a wide variety of media. The teacher stresses proper handling of tools for safety purposes: e.g. "Walk with scissors point down."* *The teacher also establishes work habits.* *1. Wear paint shirt or smock during messy activities.* *2. Use materials without wasting (have a scrap box for bits and pieces left over).* *3. Use and care of tools.* *4. Clean up after activity - each child is responsible for tidying.* *If the above are established, the child independently carries out his art activities.*

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
paper and what can be done to change its shape and form. You learn how to hold scissors and cut. Then you learn to fold paper and cut shapes. Then you learn to paste. Paper chains are easy to make. At the beginning of the year a box of narrow strips can be precut for use. Later on the child will cut his own. What else can you do with paper strips? Boxes of shapes can be pasted to make shape pictures. Here again these can be precut at the beginning of the year or stencils made for the child to trace in different shapes and sizes until he can manage his own. Collage: (from French word "coller"-to paste) When children are given a great variety of materials they glue and paste them into designs, pictures and 3-dimensional constructions. Box Sculpture: What can you make by gluing all these boxes together?	Scissors (left hand and right) Stapler Pinking shears Masking tape Scotch tape White Lepages glue or flour and water paste Wallpaper paste (sours after a while, make small quantities) Containers - little jars with lids Lids themselves or egg carton sections Popsicle sticks, fingers or small paste brushes for application A wide variety of materials (see Beautiful Junk). An old "lazy susan" set in the middle of a table with assorted materials allows the child to spin and choose.  Homemade construction table. Children choose materials, stand around to work and then tidy leftovers. idea from Ann Davies	*Remember, when children are busy working, give them a pre-warning that clean-up time will soon be coming.* *Display pictures of adult (Classics or modern local) art or show filmstrips. If local artists are available invite them in to show the children what they do or visit their work places.* *Keep all art ideas. You never know when they will come in handy. A 3-ring binder can be divided into seasonal, holiday and "other" ideas, or a box with index cards is easily accessible.*

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Wood Gluing: Using proper wood glue children construct objects with wood scraps, sticks, toothpicks, wooden beads, spools, etc. and paint when dry.	Work bench with vice or horses Hammer and nails with good size heads Clamps Wood scraps - all sizes - soft wood Coping saws with medium blade Screws and screwdrivers	
Carpentry using hammer and nails (saws should be well supervised).		
Pounding nails and winding wool around them to make designs.	Old hockey sticks and broom handles can be quickly cut by a power saw into small pieces. Make sure that the craft centre saves the empty spools.	
Sewing: Making sewing cards - child draws design or picture, cuts out, punches holes around edges and sews.	Blunt tapestry needles Assorted wool or embroidery thread Paper punches Material Buttons Sequins Scrap beads Onion bags	
Parquetry: Child makes necklaces and bracelets or decorations from cut straws and small colored shapes.	Large container of cut straws plus ungummed circles and squares or small construction paper shapes. Small containers for child to take a handful.	
Weaving with wool on plastic onion bags or small weaving frame.	Needles should be threaded, knotted, and sitting in a ball of plasticene ready to be used.	
Room weaving: On a rainy day, give children a ball of yarn. Weave whole room - chairs, knobs, etc. until they have created own web and are all caught. Clean up with scissors!		

Water Play
Chart Ideas From
Judy Giesbrecht, Baker Lake
Sand Play
Look at steam, ice, snow, rain, dry ice, use of water, salt water?
Why do people need water?
What lives in water?
Water
Plastic funnels, cups, ladles, plastic meat basters, syringes, detergent containers, various size containers, set of metric containers, boats, rubber tubing, sponges, etc.
In portable plastic swimming pool, or baby's bathtub
Color with food coloring
play fishing with magnetic poles - what items can you pick up?
Wash dishes in housekeeping centre bathe babies.
Whip soapy water with egg beater to make soapsuds
Blow soapy water with straws to make bubbles.
Use bicycle pumps to make bubbles.
Use the unit on water (from Yellowknife Resource Centre) plus the tape or Water Sounds.
Experiments float & sink displacement buoyancy syphoning
construction a lighthouse on a rock, barges near a dock, submarines, treasures, scuba divers sea lift.
combining to build rivers, dams, falls, castles.
Mess about indoors and outdoors, beaches.
wet or dry sand different properties.
Different sizes of cans, spoons, measuring spoons,sieve, trucks, cars, small pieces of wood, rocks, etc.
once in awhile replace with salt, cornmeal, sawdust of woodchips. How do they feel?
Sand
read SAND, elementary science book from McGraw Hill
Manipulation and experimentation.
In art for gluing and making "feely" pictures, for sandcasting with plaster of Paris.
Math discoveries measuring, pouring, weighing, balance, time.
With modelling materials to make a display, e.g. caribou hunting.
Rocks
Collecting, sorting Inukshuks.
Legends, stories about rocks, stone people, caves.
Carving field trips.

COOKING

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
Prepare snacks if provided by school. Learn how to set tables. Learn safety rules of cooking, both indoors and outdoors. Cutting and pasting pictures from magazines, make a chart of foods that are good versus junk foods. Prepare and plan for an outdoor winter picnic. Hold a popcorn sale for the rest of the school, to buy something needed for the class. Learn about different kitchen utensils and see how they are used: e.g. whisk, blender, peeler, nutcracker, colander, etc. Visit local restaurant kitchen to see how "lots of food" is prepared. Compare sizes of equipment. Plan for special events: suggest foods to be served, dictate invitations, make picture recipes, cook, serve, etc. Examples: (these are just suggestions) Fall: Get Acquainted Party Children make rose hip or berry jam, bannock and tea for parents and siblings.	Read: Musk-Ox Milk, Ptarmigan Pie and Other Northern Delicacies. Since cooking can be a very worthwhile aspect of your Kindergarten, a minimum set of utensils should be purchased or at least centrally located at the school for teachers to sign out. A stove with an oven is a must. For cooking in individual classrooms, a hotplate or electric frying pan can be used. Arrange to have a certain amount of money set aside for your cooking program for the year. The skills the children learn will justify the expenses involved. Book: Arts and Crafts You Can Eat Vicki Cobb McLelland and Stewart For a fussy eater read: Bread and Jam for Francis Russell Holran, Scholastic Books. Puppets are marvelous ways of introducing foods.	*Cooking is a valuable activity only if the children do it. What does cooking involve children in? It uses their muscles, their senses, gives first-hand science and math learnings, health and safety instructions, sequential directions and the responsibility for completing tasks and cleaning up.* *The teacher, along with the children, will plan ahead of time what they will cook, and what will be needed in terms of supplies and equipment. A field trip to the store may be necessary for a small group. If children have been instructed to bring in supplies, always have a backup handy as we sometimes "forget". A recipe picture chart can be drawn up with the group.* *On the cooking day, everyone washes hands before participation. Groups should be limited so that everyone can see and have a turn. The equipment and ingredients should be placed centrally. A different child can do each step and the teacher assists with helping to hold handles, pots, etc. only when needed.* *It is a good idea to place a pan under the container that the child is measuring with, for spills (expect them!) to be collected.* *The use of stoves, ovens, hot plates, frying pans, etc. should be very carefully supervised.*

CHILDREN'S RELATED ACTIVITIES

Hallowe'en Party:

Popcorn balls
Candy apples
Pumpkin tarts or loaf
Witches brew (?)

Christmas:

Start in November to bake special treats for concert day and freeze these. Send booklet home with recipes for Christmas gift. Let child decorate cover.

Heritage Day:

Everyone shares ethnic dish, costumes and customs. Invite families.

Valentine's Day:

A pink and red party. Heart shaped cookies decorated and served with school made strawberry ice-cream.

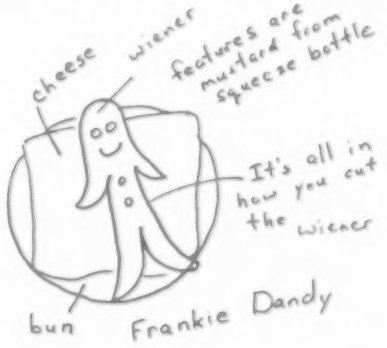
Easter

Bake hot cross buns. Make butter from whipping cream. Decorate Easter Eggs.

Spring:

Lemonade from scratch.
A fish tasting party.

RELATED MATERIALS



4 envelopes unflavored gelatine
3 packages jello
4 cups boiling water

Stir together. Pour in 13x9 pan and chill. Cut in squares.

THE THINKING TEACHER

Teachers, remember that although we encourage the daily use of healthy foods, there is a time and a place for delightful treats. We can always rinse our mouths out with water (if you insist!)

Involve parents as much as possible in this activity.

Collect recipes from magazines that may interest the children as well as "food" pictures. Make a scrapbook from these to be read and used.

What are local foods? Small groups go to homes to make different items.

The children should always be able to taste what they have made and pass judgements. Yeh! or Yeooh!

CHILDREN'S RELATED ACTIVITIES	RELATED MATERIALS	THE THINKING TEACHER
	Can you make "stone" soup?	*Snack time is a quiet "pick-me-up" and an excellent socialization period where children relax, share, eat and talk. Either the school provides the snack or children bring their own. Do not be afraid to discourage junk foods:*
	Popcorn Institute 111 East Wacker Dr. Chicago, Ill. (excellent poster and facts about popcorn plus recipes).	*Dear Parents:* *Your child should bring a snack each day. For dental health reasons, we are hoping that you will emphasize non-sweet foods.* *Suggestions: carrot and celery sticks* *piece of cheese* *nuts* *fruit* *popcorn* *peanut butter and crackers* *etc.*
		Snack time can be handled formally at tables or in an informal circle arrangement. The focus can be on good foods, health, habits, and manners at the beginning of the year. Later, snacktime can be a brief respite between activities where friends can come together to share a bit of time with each other.

PARENT PARTICIPATION ACTIVITIES

WITH CHILDREN

Teach children a song in their native tongue or just sing to them.

Demonstrate special dances, e.g. jig.

Play an instrument - guitar, drums, accordian, etc.

Assist in making musical instruments.

Provide assistance with field trips. Sharing hobbies: Gardener helps plant seeds.
Naturalists help identify flowers, mosses, lichens - helps to collect natural items for crafts and/or nature table.
Photographer takes pictures.

Teaching words in a different language.

Showing slides, costumes, crafts.

Cooking dishes particular to nationality:
- Italian spaghetti
- German cookies
- Chinese food

WITHOUT CHILDREN

"Getting to know you, getting to know all about you."

A social evening or afternoon to explain your program, answer parents' questions and have them fill in a "Parent Interest Survey Form". See page

Parents in charge of a Lending Library - resource books for parents - children's books - simple kits for teaching basic skills and concepts - simple games, etc.

Parent in charge of Scholastic Book Program for the school year.

A bulletin board with interesting items, community events, pictures, etc.

A repair or paint evening.

A "Make it" evening - "work bees" - puppets, skill games.

A "parent goes to school" evening, where the parent is the "child" and participates in the Kindergarten with you as the teacher.

THE THINKING TEACHER

Anyone who is responsible for the child's growth cannot escape being an educator of that child. This fact should be stressed in your two way communication with parents. They are first and foremost teachers of their children. See pages 94 and 164.

Parents want to know what is happening at school and they also have a right to know. "I see, participate, and learn." Involved parents reinforce the effects of schooling while it is operational and after it ends. In the lifelong process of learning, if the home and school complement each other, the school will not remain in isolation from the rest of the child's experiences.

Remember that a child cannot be viewed in a vacuum. He is a very important part of his family and culture. The closer a teacher moves to the home and community, the more realistic her own expectations become and her program can be planned accordingly.

When deciding upon your parent involvement, take into consideration realistic facts:

1. *How far are you, the teacher willing to accept and facilitate parental involvement? You have to be comfortable. It also takes time and planning.*

WITH CHILDREN

Assisting in seasonal activities. For example:
Nov. 11: War veterans with medals.
Hallowe'en: Making treats, dressing up like a witch.
Christmas: Play Santa Claus.

Sports activities - teaching traditional games to class.

Parents who have special creative talents to share these with small groups, e.g. weaving, beading, carving, print making.

A surprise story teller once a week.

Teacher to send home a learning package on the next unit or project for parent and child to work together. E.g. We are going to study Northern animals. Can you collect pictures? Do you have any items to share - traps, skins, skull bones, etc.

Sharing jobs:

"I work with computers. This is a print out card. Do any of you have a calculator?" etc.

What does a nurse do?

"I am a pilot."

(Involves both mothers and fathers; may lead to interesting field trips).

WITHOUT CHILDREN

*Throughout the year take time to schedule at least one session for parents to watch their child at play. Encourage shy withdrawn parents - "Would you please come and cut a pail of straws for me? The children love to make necklaces and I am just too busy. Maybe you could spend a while doing this tomorrow and you could watch your son playing with his friends at the same time." If in two's or three's, parents may be more comfortable, especially if language is a barrier.

End of year social supper or coffee and dessert to introduce Grade 1 program.

THE THINKING TEACHER

2. *Do the parents have the time and are they interested? What situations are they most comfortable with?*

3. *What communications are the easiest and most appropriate? See page 94.*

   a. *registration day*
   b. *arrival and dispersal times*
   c. *parent interviews*
   d. *telephone conversation*
   e. *open houses*
   f. *special events - Christmas parties, Mother's Day, Father's Day*
   g. *casual meetings at local stores or shops.*

SMIL-☺-GRAM

Dear Parent:

You can afford to smile today because your _____

_____

Congratulations

_____

4. *Are <u>you</u> open to suggestions?*

WITH CHILDREN

Bake sales with things children cook.

Movie nights once a week to get parents into the school and see what is going on is often a good method in Settlements.

Project related to community - gathering legends, making a book about elders in town. Projects may mean that small groups go to the parents' homes as well as meeting in school.

WITHOUT CHILDREN

THE THINKING TEACHER

Media Resources Centre
ACCESS
6005 - 103 St.
Edmonton
- for films, video tapes, etc. to use for professional training or parent programs.

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NATURAL COMMUNICATIONS WITH PARENTS

REGISTRATION DAY: (See Administration Section)

If possible free yourself to work with person registering the children. Provide tea where parents can socialize while waiting, plus a few toys for the children, or visit together the room that the child will be in next year.

ARRIVAL AND DISMISSAL TIMES:

Teachers often miss these two valuable opportunities to converse with parents. Even a smile or a warm "hello" can make some people feel like they belong. These are also opportune times to have brief individual exchanges with the children, moods can be assessed, reminders or directions given, etc.

PARENT INTERVIEWS:

Of all reporting procedures there is general agreement that face-to-face parent-teacher conferences are the most effective. The greatest influence here is the teacher's attitude and skill. Conferences must be centered on the child. If the parent has had the opportunity to observe the child in the classroom, the interview will be more meaningful. An interpreter may be necessary. First teachers should try to reflect appreciation of the good qualities that exist in the child. Don't talk too much. Ask pertinent questions. Be alert not only to what the parent says but to the feelings that accompany the words. Say "I don't know" when you don't have the answers. It is important to realize that the parent will more than likely take comments about the child personally and strong feelings will be involved. Therefore, approach weaknesses tactfully. Discuss what is being done and what can be done. Send home representative pieces of work. Always leave room open for further communications and do take advantage of informal opportunities to visit with parents.

TELEPHONE CONVERSATIONS:

When a child is ill at school or has an accident, you call the parent. When there is a definite area of concern, you often call the parent. What about interesting moments or positive achievements? A call to say that: "John did something special today," would be a happy surprise for most parents. Try it.

OPEN HOUSE:

These are two-way communication evenings that involve the whole school, parents and community. What an opportune time to "sell" your program. Remember that special displays can fascinate people.

SPECIAL EVENTS:

Plan a social gathering for holidays. For example:

"You are invited to join us in singing Christmas carols and we have a surprise for you. (Children baked cookies) Please join us on _____."

"Mother's Day without Mothers is like coming to school with pyjamas on. Something's wrong! All children are invited to bring their mothers and a lunch to school on _____. We will enjoy an indoor picnic."

"We would like to learn about traditional games. Please come and help us on _____."

Remember that notices should be sent out in the language of the reader.

COMMUNITY PARTICIPATION

MATERIALS	FIELD TRIPS	GUESTS	SUPPORT PERSONNEL	THE THINKING TEACHER
Be an avid scrounger: catalogues - order stores paper ends - print shops carpet samples old lumber - construction sites, lumber yards boxes of all sizes - The Bay and other stores colored wires for sculpture - old telephone cables N.C.P.C. - wooden spools for furniture C.N.T. - old telephone for drama Craft shops - wool ends, felt and material scraps Hardware store - wallpaper books, paint, color cards, floor tiles (make pretty boards for clay or modelling)	Nursing stations Airports Craft centres Fire halls Police stations Garages "Clean up" the community day in conjunction with garbage collectors Visit stores for varied purposes: - to buy a pumpkin - to see how many different fresh vegetables we can find (vegetable tasting party) - to see how many different ways we can buy one vegetable (fresh, frozen, canned) - to see meat cut up Outdoor education Cultural inclusion: hunting, fishing, etc.	Drama group puts on a short play. Local musical group (instrumental or singing) come and perform. A doctor brings his "black bag". R.C.M.P. demonstrate bicycle safety, skidoo safety, etc. What about a father who is a trapper, bulldozer driver, store manager, etc.? The list here is unlimited. However, it is the teacher's responsibility to "remind" guests about what 5 year olds are like - their attention span and need for change, active involvement, etc. For people who are not accustomed to working with many children at one time, small groups should be arranged.	What does the principal do? Visit his office. Health Nurse can become a V.I.P. if regular visits are made. Together set up a health project for home and school. Make her a book of paintings of how we feel after getting a needle or T.B. test. Dentist often have excellent audio-visual aides to support good habits. Make him two papier mache teeth to say thanks - one with cavities, one without. Don't forget the school secretary. She fulfills many varied jobs. She can demonstrate how the intercom works, what the xerox machine does, etc.	*Compile a resource list of local people and places where you might visit or acquire materials.* *What service clubs are there in your community? Do any of them consider projects for young children?* *What Government departments provide services and resources for young children?* *When and if an opportunity arises, give a talk on Kindergarten, e.g. at a staff meeting, at a Mother's Drop In Centre, or local Day Care. Invite personnel from other centres that provide services for young children to visit the classroom. Communicate!* *Have the children compose thank you letters. Record their interesting observations on chart paper. Read together. Have everyone print name and mail. How delightful it is to see these hanging up in local places. Thank you "art" is also a varied form.*

MATERIALS	FIELD TRIPS	GUESTS	SUPPORT PERSONNEL	THE THINKING TEACHER

The "Caretaker" keeps us clean and warm. How? Investigate. And especially in a "messy" Kindergarten remember to say a special "thank you" to the caretaker at the end of the year. In what ways can you help to make his work less difficult?

Bus drivers often need reinforcement of their safety procedures. They have an important role. Recognize it.

KINDERGARTEN

A LIVING-LEARNING WORKSHOP

(learning how to learn + finding joy = creative inquiry)

Having defined our goals in terms of children's related activities and materials, how do we now take these and build a program?

1. Play
2. The Integrated Curriculum
3. Timetabling (Blocks of Time)
4. Activity Centres
5. Themes
6. Evaluations, Record Keeping and Reporting
7. The Teacher and Teacher Aide

PLAY - A CHILD'S BUSINESS

A STORY

Once upon a time there was a village and in it were its children, its men and its women. One day into this village came a visitor, and he looked and saw many things.

"I would like to see what the children are doing," he said to himself.

There are many activities going on; it was difficult to see everything. But as he looked, he saw a child deep in a book, reliving the adventures someone had written down.

And the child paused in his reading to look up at a visitor who asked, "There are so many things going on, how is it that you spend your time reading?"

To which the child replied, "I choose to read today, and I chose this book by a favorite author of mine."

The visitor continued to observe. He saw some children carrying all manner of objects. They are getting ready tables, chairs, food, and happy surprises for others. Their activity must have made them weary, but still they continued.

"What keeps you going?" asked the visitor.

"Ah," said the children, "we planned for guests. We want to carry out our plans well."

Thus saying, they continued their plans and preparations.

The visitor continued his observations. He saw the child manipulate some of the materials and then he saw him read intently; and then he saw the child experiment again.

"Couldn't someone else easily get that to work for you?" asked the visitor.

"Perhaps," said the child, "but I want to find out for myself and to feel that I have discovered it for myself. I can seek and receive help when matters get too difficult."

And saying thus, the child went on with his experimentation.

The visitor continued on his way and saw a child painting.

"Why do you paint?" asked the visitor of the child.

Scarcely audible, he heard her say, "I feel as though I must paint the beauty of apple trees in bloom."

Just as the stranger approached another group to find out what they were doing, he heard one of them say, "I want to stop for now." With these words he turned and left his companions.

It was then that the stranger approached a group of adults.

"I have observed the children's activities," he said.

"Tush!" said some. "Frittering their time away."

"Work!" said others. "That's what they're doing! They won't work that hard when we tell them to."

"Play!" said still others. "Just child's play!"

With the adults still debating the worth of the children's activities, the visitor returned to the groups of children.

"Tell me," he said, "what did you do today?"

"We played", they answered.

And being a wise man, he contemplated upon what he had seen: he had seen children choose, and plan and experiment, and create and even terminate their own activities. To them they are doing what they wanted to do and they called it play. And the stranger saw that it developed their bodies, and minds, and hearts.

And it was good.[1]

[1] Cornelius, Ruth "What Did You Do Today? We Played" Childhood Education, Vol. 36 No. 7, March 1960, pp 302-303.

The words "work and play" are used very commonly in everyday life. What are their differences?

Work is monotonous.
Play is interesting. Yes or No?

Work is enforced.
Play is free. Yes or No?

Work is unpleasant.
Play is pleasant. Yes or No?

The answer for all of these questions is yes and no. Both, work and play are activities, and as we know, a child is born active. Work and play to a child are synonymous. He is just as busy learning while he is playing/working.

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WHY PLAY? by Marjorie Huk

Play, it has been said, is "the business of childhood". It is through play that a child becomes an inquirer, an experimenter, an explorer. Play sets the stage for learning in the following ways:

First, through play, the child develops motor skills. He strengthens his muscles, improves his coordination, develops gross and fine motor movements, achieves an orientation of his body to the space around him, how to respond to stimuli in this space and how he relates to it.

Second, play increases hand-eye coordination in a child. That is the ability to visually perceive an object and perform a coordinated movement response to i..

Third, play encourages an understanding of laterality and directionality in a child. The child experiences a conscious awareness that one is called "left" and the other "right" and that one can move and can locate himself relative to these two sides.

Fourth, play enhances skills in communications and verbalization. Children recognize the possibilities in expression through physical movement. A word, or a phrase, or an activity may be expressed only in movement or it may encourage the use of new and exciting words - twirling, flying, etc. As well, the child learns the names and meanings of what he encounters, not only by being told in words, but by making those words personally meaningful.

Fifth, play increases awareness of the senses. With his sensory capacities the child learns not only to look but to see, not only to hear but to listen, not only to touch but to feel and grasp what he handles. He tastes whatever he can get into his mouth and he begins to smell what he encounters. No program of teaching and adult instruction could adequately provide for his own personal observations, activities and direct knowing. Play provides an opportunity to master each of these sensory experiences and increased sensory input in turn increases cognitive awareness of the environment.

Sixth, play enhances creativity. It increases the child's capacity to perform a task which requires ingenuity in formulating an answer that is not readily suggested by the materials themselves or by another person. It provides an environment free of inhibiting factors and open to expression of thought.

Seventh, play extends the exploratory drive of the child and given this freedom of exploration, learns about himself and his environment.

Eighth, play offers an opportunity for socialization - the chance to play with other children and to learn the art of group processes and group sharing.

Ninth, play strengthens serial memory ability - the ability to remember a series of things, of letters in a word, or of words in a phrase or of a series of movements within a skill, or a series of skills within a game.

Tenth, play promotes logical problem solving. It provides an opportunity for the child to experiment with the environment in order to resolve any undesirable situations.

And finally, play enables the child to test his competence in many ways without fear of failure, and this in turn builds up his concept of self and self-esteem.

THE INTEGRATED CURRICULUM
What's That?

THE CHILD

am a Kindergarten child

am the focus of the Kindergarten

am the centre of all activities and subjects

am the curriculum

THE THINKING TEACHER

While Kindergarten encompasses the same general subject matter that is found in the primary and elementary school as a whole, the experiences a 5 year old will have in these areas differ from the older child because of the nature, needs and interests of being 5. The Kindergarten program is activity centered. The Kindergarten child is not seatbound, textbook bound, workbound or testbound. He is experience bent.

It is unwise to teach subject areas as most activities contain aspects of language, art, physical movement and other disciplines. For example, when a child is singing "Peter Hammers With One Hammer" and is simultaneously attempting the accompanying movements, is he experiencing music, language, science, math or physical development? All of these subjects are integrated into the one fun activity.

The Department has developed programs at the K-level in Math, Science and Language. It is the duty of the teacher to read these programs and become acquainted with the skills required in these areas, and then to provide experiences for them in her program. For instance "up and down" can be taught by dramatizing Jack and Jill, singing "Jack-in-the-Box", singing "up and down" while children are on a teeter-totter or through discussion of the steps that Johnny has built in the block corner. Later questions can be asked to make sure the child has mastered the concept. If he hasn't, different ideas can be introduced to develop his understanding.

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Get this child ready for Gr. 1!
Principal
Why aren't you teaching Carl to read? Why is he always playing?
Parent
Be prepared
I live each year only once
Teacher + child

Be able, when asked by a parent or administrator about what is being taught in your class, to interpret how the subject areas are integrated into your program and "caught" by the children through their natural involvement in PLAY (not haphazardly, but in a well thought out, well planned, "guided" play effort, where the child is at and can go, still remains the focus). The overall objective is that the child enjoys learning and feels very good about himself and what he can accomplish. Kindergarten should not be viewed as a place where you either succeed or fail. It is a place where you grow.

What is important is that the teacher knows exactly where she wants to go and what she wants the children to absorb. The teacher sets goals for the various areas and plans activities to fulfill these goals. The long term ones will be relevant to all children. The short term goals will plug in weaknesses at individual levels. "If Johnny knows his numbers to 10 but is physically awkward, how can we enrich his math concepts yet remedy the weakness by our programming?

In order to plan an integrated curriculum, the teacher needs to know:

1. *The developmental characteristics common to 5 year olds.*
2. *The personality and backgrounds of the children she will be working with.*
3. *The philosophy and goals of the N.W.T. Kindergarten.*
4. *Activities to fulfill these goals.*

Obviously PLANNING, OBSERVATION, and EVALUATION are most important.

Who said teaching Kindergarten was easy?

TIMETABLING - BLOCKS OF TIME

* SAMPLE TIMETABLES - 2½ HR. SESSIONS	THE THINKING TEACHER
8:45 - 9:10 Arrival - teacher greets children individually - child puts coat away - gets on runners and chooses activity (non-messy) until teacher ready to assemble group.	*In keeping with the philosophy of an integrated curriculum, the Kindergarten day is divided into large blocks of time. At the Community level, the teacher, in cooperation with her principal, will decide what is important for her Kindergarten children and thus what "blocks" of time need to be included in the program.*
9:10 - 10:00 Group Opening - calendar, weather, song, register, news, planning, introduction of new things, show and tell. Activity Period - Child free to choose activities (may become more directed at times, e.g. small group with teacher for a portion of the period).	*The Major block, the Activity period, should occupy at least 45 uninterrupted minutes daily. Music and some form of physical education or movement (indoors or outdoors) should be an integral part of every day. Other aspects you should be looking at are group discussions and evaluations, snack, rest, washroom, TESL, storytime, etc.*
9:55 - 10:05 Tidying to Books	
10:05 - 10:25 Music Circle - songs, finger plays, records, movement, instruments, etc.	*When you are scheduling your blocks of time, remember to keep a balance between active and quiet periods. Since effort is always tiring, after a period of intense activity there is need for short restoration and relaxation.*
10:25 - 10:45 Snack and Quiet Time - conversations, relaxing exercises, story, musical background.	
10:45 - 11:05 Phys. Ed.	*A non-verbal signal (3 notes on the piano, banging a triangle, bell, whistle, etc.) should be established by the teacher and used to signal the children to STOP, LOOK, LISTEN, regardless of what they are doing. Group instructions can be given at this time. (E.g. It is time to start tidying).*
11:05 - 11:25 Formal instruction of group Evaluations of day Preparation for tomorrow and dismissal.	

* Timetables are samples sent in by N.W.T. teachers

SAMPLE TIMETABLES - 2½ HR. SESSIONS		
1:00	Entry	
1:00 - 1:25	All - Self Directed Activity	
1:25 - 1:55	Group One - Outdoor Education (Free play, science). Group Two - Self Directed Activity	2 adults
1:55 - 2:00	All - Musical Experiences (Greeting, Weather)	
2:00 - 2:30	Group One - Self Directed Activity Group Two - Outdoor Education	
2:30 - 2:45	All - Musical Experiences (Rhythms, Singing Games, etc.)	
2:45 - 3:00	All - Story and Snack	
3:00 - 3:25	Group Experiences related to story	
3:25 - 3:30	Dismissal	

THE THINKING TEACHER

Once a timetable is drawn up, post it. People like to see what is going on in your classroom.

Although the child likes to know what is coming next and feels secure in a regular schedule, timetables are FLEXIBLE and not rigid.

Changes will be made throughout the year as needs and interests change. In the Spring, for instance, after a long Northern Winter, 5 year-olds yearn to be outdoors. Use this knowledge and plan for varied outdoor activities.

Acquaint your children with routines, enabling the times to flow freely. Routines are dressing and undressing, cleaning up, using the toilet, drinking, snacks, changing activities, etc.

What about the unexpected? A visitor drops by or an interesting item is brought in. Capitalize on these precious moments. If children are very productively busy, it is not wrong to lengthen your activity period. If they are noisy and high, you can tidy up after 20 minutes and do a vigorous activity to use this excessive energy positively. Good judgement is essential, but knowing where you are going and what you will do next is just as important.

Weekly Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Activity Centre	Group Discussion	Activity Centre	Activity Centre	Activity Centre
9.15	Group Discussion	Library	Group Discussion	Group Discussion	Group Discussion
9.30	Creative Activities	Activity Centre	Creative Activities	Creative Activities	9[30] Movement Educ. 9[45] Movies
10.15	Tidy Up Evaluation	Tidy Up Evaluation	Tidy Up Evaluation	Tidy Up Evaluation	Snack/story
10.30	Snack/story	Snack/story	Snack/story	Snack/story	Phys. Ed.
10.45	Music/movement	Music/movement	Music/movement	Music/movement	11.00 Music
11.10	Group Discussion	Group Discussion	Group Discussion	Group Discussion	
11.20	Evaluation and Dismissal	Evaluation and Dismissal			

Isn't that contradictory? Yes. On one hand we say timetable. On the other we say be flexible. When the teacher becomes more confident, the two can balance very well.

In order to see how the subject content of the program flows throughout your blocks of time in an integrated manner, a chart illustrating this follows.

Ask the administrator of your school if it is possible to schedule time for the Kindergarten children in the gym, library, music room, etc.

Library - School library.
Phys. Ed. - Taken by gym teacher.

BLOCKS OF TIME

In keeping with the philosophy of an integrated curriculum, as previously outlined, the kindergarten day is divided into large blocks of time with the major block, the Activity period, occupying approximately one-third of the daily schedule. The following chart illustrates how the "subject" content of the programme flows through all blocks of time in an interrelated manner.

BLOCKS OF TIME	Music	Science	Social Studies
Group Opening (Assembly centre) Planning for day Making choices and decisions Conversation Attendance & register Routines and organization Show & tell Calendar	Good morning songs Name games Songs or finger plays to introduce themes	Plants, Pets, Weather } Helper Chart: Who waters, feeds, etc. Sensory impressions – observation – discussion – possible recording	Co operative decisions – planning the day Co operative discussions – relationships of events and people Weather Clothing Special events Trips
Activity Period (⅓ of day) Manipulation Construction Art activities Activity centres Sand, woodwork, library, playhouse, cooking, water play, music, listening, science, modelling, construction	Listening to records Spontaneous singing and music making Experimenting with musical instruments	Science Centre including: Gardening Use of microscope, magnifying glasses Care and observation of pets Experimenting with materials, tools Classification	Home centre Role playing Cooking and housekeeping Stores Group co operation Resolution of conflicts in play
Music Singing Songs Records and tapes Rhythm instruments Creative music and dance Appreciation Enjoyment Sequencing of sound		Seasonal songs Sound discrimination Voice patterns Environmental sounds (natural and man made) – classroom, school, neighbourhood, community	Group choice and planning Creative dance and rhythm Community and ethnic music Special days
Snack Sensory awareness Health habits Safety features - preparation of good foods snack - clean up	Appropriate music	Classification of food Sensory awareness – colour – taste – texture Cooking	Sharing Awareness of others Individual taste Preparation Co operation Special days - special treats
Rest Relaxation Time for reflection	Background music Mood music	Classifying shapes, objects, or resting material Need for rest Animal needs for rest	Ethnic or cultural ways of resting Consideration and respect for needs of others Individual differences
Physical Education & Movement Awareness of body Body skills Co ordination Indoor and outdoor activities Large and small muscle activities Games Experimenting and using equipment Space awareness	Singing and action songs Rhythmic movements Mood creation Creative dancing	Balance Weight, size in relation to children Sensory observation Shadow games	Consideration for others Co operative games Partner and group activities Taking out equipment Sharing Independence Decision making Leadership and followership
Overall Language Arts (Verbal and Non-Verbal) Discrimination (in child's first language) – visual – auditory Communication Stories Poems Discussions Dramatization Listening and speaking skills Sensory development	Oral expression Creative songs Awareness of auditory stimuli	Discussions Vocabulary development Classification Likenesses and differences	Discussion of things, people, places Field trips Ethnic cultures Safety Community awareness Resolving problems
		TEACHER'S	OBSERVATION

Note: The sequence of the blocks of time may be rearranged in order to make full use of school facilities, children's needs, etc.

* Major portion reprinted from B.C. Resource Book For Kindergarten.

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	Language Arts	Mathematics	Art	Physical Education and Movement
	Increased verbal fluency and interaction through discussion Vocabulary development Extension of concepts Stories and poems Nonverbal communication	Attendance Calendar Birthdays	Using children's art work for calendar Introduction of new media	Movement from cloakroom to planning area to activity centres Safety instructions If children are restless, 5 min. of exercising before activities
	Puppet plays Dramatization Role playing General conversations Books and story telling Poems and songs Original stories Experiences with – telephones – tape recorders	Classification Number games and activities Cooking Measurement	Painting Finger painting Modelling Collage	Spontaneous games Moving to music Role playing Co-ordination activities – balance boards – climbing apparatus – obstacle courses
	Creative songs Fingerplays and poems Dramatization Rhyming vocabulary	Tone bottles Counting songs Relationship songs and activities (size, shape, colour, direction)	Making instruments Music motivated art activities	Moving and dancing Time, beat, rhythms Body concepts
	Conversation Sensory discussions Courtesy Cooking Stories and books	Balancing Cooking Combinations of foods Concepts of size, shape, dimension Counting	Place mats Table setting Arrangement of food Use of foods as creative media – e.g. carrot men, food colouring	Picnic snack Balancing food Serving, carrying, and pouring food
	Listening skills Voice as a relaxer Inner language	Time	Enjoyment or appreciation of surroundings	Relaxation of body Body awareness Feelings
	Creative drama Listening and following directions Reasons for rules Conversation Body talk	Measuring on playgrounds Spatial relationships Counting equipment for class use Footprints – size – distance – left and right Position in space	Use of body as a printing agent – fingerprint – handprint – footprint Movement through sand, water, sawdust, leaves, snow, wooded areas	
	Teaching English as a second language Teaching French as a second language Teaching child's first language (decided upon by local education authority).	Stories Poems Finger plays Vocabulary – quantifiers – qualifiers Classification Cooking experiences	Planning art activities – e.g. co-operative pictures and related projects Choice of media Language as a motivator Project description	Following directions Giving directions Action words Child leadership Challenges – Can you . . . ?

RECORDING EVALUATION

111

ACTIVITY CENTRES - SETTING THE STAGE

THE THINKING TEACHER

Definition: An activity centre is a carefully planned space in your classroom, which contains a collection of materials, equipment and activities to teach, reinforce and/or enrich a skill, concept or particular development of the child.

Kindergartens are designed around activity centres and these centres can expand or be removed, relocated or replaced as themes and interests change. They will not all be in the classroom at the same time nor will they be there all the time. They will grow and change as they are frequently assessed by the teacher and the children, e.g. interest is low - a new centre then replaces old one. If the children are not using it, this is a good indication that change is needed.

The teacher's most important job is to provide the child with stimulation and then give the child time to respond to the stimulus.

At the beginning of the year it is a good idea not to set up all the centres at the same time but move into them slowly, introducing each and showing the children what they can do at each. With children, set up rules of behaviour through discussion: conclusions, for example, "Water stays in the water pail." "The Quiet Centre is a whisper area." Also, due to space and location, decide together how many children can play at one time in one place, e.g. 2 people in the water pail, 4 people in the Quiet Centre. Show children where articles belong. There is a place for everything and when we are done we put things back in their place.

With children who are not used to such a stimulating environment, it may take a few months to introduce centres slowly and to get the children used to handling the equipment properly and listening to and following directions. Behaviour modification may be your main aim for quite a while. Remember that all readiness is not intellectual. What is the most important goal for your group <u>right</u> now? Keep asking yourself that question and change your program accordingly.

Where will you locate your centres? Traffic patterns are important. Can the children move freely from one area to another without disruption? Can you, as the teacher, see all areas from nearly any given point?

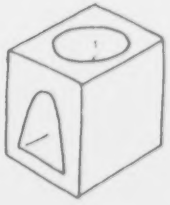
Our aim is to have the child self-directed and involved in these centres. He moves <u>freely</u> from one experience to another. One child may be able to stay with an activity for only a few minutes while another may work for the entire activity period with the same thing.

> *"When a school program provides identical learning tasks to all, it dooms some children to boredom and others to frustration."*
> *Goodlad and Anderson*
> *The Non-Graded Elementary School.*

Activity centres accommodate the wide range of individual differences in your children.

Permanent Activity Centres

These are introduced and remain in the room throughout the year with changes made when deemed necessary. The following are brief descriptions.

NAME	EQUIPMENT	NAME	EQUIPMENT
Block Centre This is a place where children build.	Storage cupboard or shelves low enough for children to reach. An old painted trunk on castors provides portability if space is limited. Large hollow blocks, small floor blocks (these can be made in local schools or by parents). - wooden people - ethnic groups. - family groups - trucks, trains, boats, airplanes, cars, toy animals. - variety of hats - miners, fireman's, nurses, etc.	Group Centre This is a place where children congregate for group activities. Planning, listening to and telling stories, music circle, snacks, etc. can be done here. It is the "home base" to which children return from time to time either for routine or specific purposes or for unscheduled events.	This "space" should be large enough for all children to sit comfortably on the floor either in a circle or random group. Carpeting would be a positive feature or carpet samples could be used, and stacked nearby. - large manipulative calendar - children's name pockets - chart stand
Quiet Corner - (Library or Book Centre) This is a place where children look at books or where a group of children and the teacher can listen to a story (Language Centre can be introduced here with appropriate workjobs in 2nd half of year).	Book shelves or display case. Table and chairs or pillows on a carpet. (Number and alphabet pillows can be sewn with colorful materials and stuffed by the parents). A wide variety of books, magazines, dictionaries, pictures, bulletin board.  - "Don't bother me" box that child can crawl into to read. Top cut off to let in light.	Math Centre This is a place where children can manipulate concrete materials related to skills you want developed.	Flannel board and felt counting objects and numbers. Scales, simple number games, cuisenaire rods, unifix cubes. Varied objects for counting. - making "feely" numbers - string for measuring lengths - meter stick - number books - interesting charts you build with children - workjobs

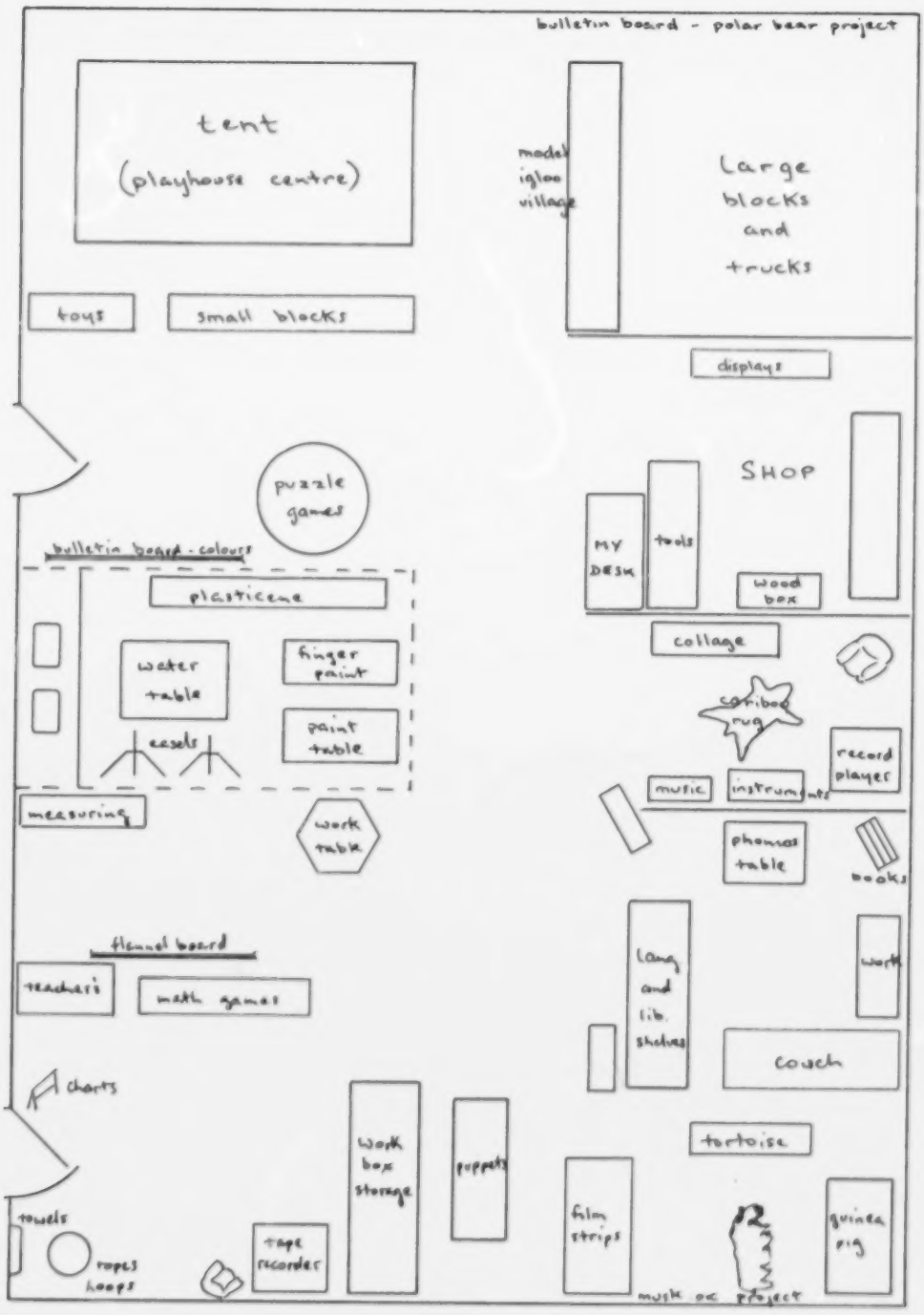
NAME	EQUIPMENT	NAME	EQUIPMENT
Woodworking Centre This is a place where children can create things out of wood and accessories.	Soft wood - old broom handles and hockey sticks. Hammer, nails with large heads. Saw, vise, saw-horse outdoors. You can use a large tree stump to hammer nails in. Build individual counting boards with 10 rails to use with elastics. Sandpaper, wood glue, popsicle sticks, shellac.	Science Centre This is a place where materials are available for science experiences. Where children go to explore how, what and why of things.	Aquarium, small animals, plants, magnets, microscope, magnifying glass, picture books, pictures, skulls, antlers, fur, fossils, feathers, shells, nests, mosses, fungus. Collections, such as things that tell time, wheels, rocks, stamps, etc.
Music Centre This is a place where children can experiment with different musical instruments, A.V. equipment, etc.	Piano, autoharp, tape recorder, record player, records, rhythm instruments.	Painting Centre This is a place where children paint, preferably near a sink.	Easels - Stand up easels or boxes can be cut and made into table easels. Paper, brushes, paint and containers, sponges and water, large wooden rack, clothesline or chart stand to dry paintings on, paint shirts.
Modelling Centre This is a place where children experiment with modelling materials.	Oilcloth covered table or individual modelling boards. Clay in an airtight container. Play dough. Smocks or old shirts.	Manipulation and Construction Centre This is a place where children can play with varied toys.	Puzzles, lego, small blocks, peg boards, beads, log cabin blocks.
Sand and Water Centre This is a place where children play with sand and water.	Suitable containers - baby's bath, old plastic swimming pool, tin lined box, sponges, whisk broom and dust pan, container for props (open mesh bag hung on cuphook).		

NAME	EQUIPMENT	NAME	EQUIPMENT
Arts and Crafts Centre This is a place where children are free to use a wide variety of creative materials.	Containers for materials - peanut butter jars with handles are excellent. Collection of junk. Scissors, glue, crayons. Finger painting and finger paint paper. Table and chairs A "lazy susan" for collage.	Play Area This is a place where space and equipment are provided for more strenuous activities. (Indoor active play or outdoors).	Indoor climber, walking boards, punching bags, ropes, bean bags.

Combinations : When space is limited, areas can be combined or alternated. The Science is easily kept in the Quiet Corner. Maybe Musical instruments, carpentry and modelling are alternated. The Group Centre can become the play area.

Room Arrangements : Careful consideration in the placement of these areas is necessary because their arrangement affects the total mood of the learning environment. Poor arrangement can result in chaos and lead to discipline problems.

Personal Belongings : Each child should have a place for his personal belongings. Drawstring shoebags are handy to hang on hooks along with his outdoor clothing. These can be made by sewing two hand towels or tea towels together. Other children should not have access to it without the owner's permission.



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- How to position Activity Centres
- A classroom in Coppermine - 1974
- Cathy McGregor

It is also an excellent idea to make lists or flow charts of skills and activities that can be done at various centres throughout the year. See Housekeeping Centre, page 119. Keep a filing folder on your individual centres plus boxes of "scrounged" materials. The pictures, ideas and materials that accumulate will be useful in future years not only for your own program but for sharing ideas with other teachers.

Kindergarten teachers are PackRats			
True	☒	*False*	☐

Planning Together: It is recommended that the activity period using the centres begin with the group coming together. A discussion of a new activity, toy or art medium is a starting point. Children's decision to work in a particular area can be recorded by the teacher here for future reference, or see page 123.

The children are encouraged to explore a variety of activities as the year progresses: "Tommy, this is the second week you have chosen the sand table. I'd like to see you first try something different today and then you can return to the sand. Can you decide on something else or would you like me to help you?"

Children learn independence and self-reliance by assuming the responsibility for tidying up the activity centres. Clean up time for the activity period should be announced to enable children to have time to "wind down" and not start something new. (Teacher rings bell. All children stop and look at her. "In 5 minutes we are going to tidy up." At the end of clean up time, everything should be in place and the room in order.)

HOW CAN WE EXPAND A PARTICULAR PERMANENT CENTRE?

Example: Housekeeping Centre

Equipment:

This centre should have, at the beginning, only a few basic items of equipment which are familiar to the children in their home situations: child-size table, chairs, refrigerator, stove, sink (if not available, children can help paint sturdy boxes to look like these items or older children, or parents, make wooden units). Dishes, cutlery, cooking utensils.

Gradually the teacher adds props and moves items to extend play: broom, dolls, doll bed, small blankets, carriage, ironing board, old iron with cord removed, radio, telephone, dress up clothes (including men's jacket, hat, tie, etc. as well as female clothes), clocks, models of food (e.g. empty boxes and tin cans, plastic fruit and vegetables), mirror.

First we will examine this centre for the variety of "integrated" learning that takes place in the child as he freely chooses this play area.

a. Social: Sharing, co-operation, decision making (e.g. roles to be played, setting and clothing to use), responsibility for others, opportunities for extending the child's awareness of social and community standards.

b. Mathematics: Space relationships, numbers, mass, size, proportion, position, sequence matching, categories, classification, figure-ground, location terms, quantities, order, comparisons.

c. Science: Sorting, counting, mass, volume, measure, observation, estimation, problem solving.

d. Social Studies: Identification (family), picnics, family living, helping, sharing.

e. Language Arts: Oral, tone of voice, gesture, colloquialisms, dialogue, facial expression, vocabulary extension, concept development, language sequence, reading signs and symbols, listing, following and giving directions, story telling.

f. Creative Drama: Role-playing, voice variations (imitations), pantomime, re-creation of events, storytelling, characterizations, fantasy.

g. Music: Songs, imitative rhythms, timing, spontaneous movement.

h. Art: Murals, curtains, floral arrangements, doll clothes, weaving, modelling, decorations.

i. Physical Movement: Dancing, body talk, rhythms, co-ordination, manipulation.

j. Sensory Development: All senses are developed, expanded, and refined in varying degrees.

Introduction and Maintenance

Together with the children, decide the number permitted at one time in this area. How is equipment handled? (Permissible and non-permissible). Where do articles belong? How can we remember this (labelling with pictures)? What is the child's responsibility when he is finished playing there?

Now, how can we "extend" and "change" this area throughout the year?

1. Maintaining it as a housekeeping centre:

   - add dish detergent in dish pan along with sponges, soft dry cloths for "Spring Cleaning".
   - visit local laundromat and dry cleaners - discuss why we have these places - make up tickets with same numbers on both ends - have class bring in their jackets for dry cleaning.
   - add a box of real cereal (and say not a word!). You'd be amazed at the reactions.
   - add a book stand - put in magazines, catalogue and local newspaper.
   - add a deck of cards.
   - let children make simple cooking items - instant puddings (can be used for fingerpainting later) - children record these recipes by pictures in simple cookbook.
   - add a telephone book where children can record their name and telephone number.

2. Set up tent (going out on land) - caribou rug, sleeping bags, survival gear - why?

3. Dress Up - add mirror and a "magic box" full of old clothes of many types, wigs, scarves, hats, jewelry, stockings, different types of shoes.

4. Hospital, Doctor or Dentist - (Health lessons when child in class is sick). Read "Curious George Goes to the Hospital". Add blankets, pillows, doctor's "black" bag, popsicle sticks, beans for pills, empty pill boxes and bottles, thermometer, uniforms or aprons, white shoes, small flashlight, old watch, old stethoscope - let children paint signs of their choosing: "Emergency", "Ambulance Entrance", "Dr. Brown's Office", etc.

5. Add an old T.V. set with insides removed. You have paved the way for "Soap Opera", "Puppet Shows", T.V. shows, News, etc.

6. Beauty Salon and Barber Shop - Old hair dryers, wigs, wig stand, plastic aprons, rollers and pins, hairnets, ribbons, barrettes, brush, combs, mirrors, hair styling magazines, fingernail file, empty shampoo and hair spray cans, shaving kit, old electric razor, nail polish can be used by the teacher as she gives "special manicures". Have child dictate price lists and post signs, name of shop, etc.

7. Around Valentine's Day visit the local post office. Discuss how mail is sent and arrives, set up Post Office - scales, envelopes, old stamps, tape, string, boxes labelled for incoming and outgoing mail. Discuss how in the South, mailmen instead of boxes. Each child has own box with number on to receive Valentines.

8. Bakery - visit local bakery - have mother come in to bake bread with children - make homemade butter from whipping cream - put out aprons and bibs, cake pans, muffin tins, cookie sheets, playdough, mixing bowls, beater, measuring cups and spoons, cake and cookie packages.

9. Stores - any shop can be set up and have children decide what kind of store they would like - clothing, hardware, book, shoe, butcher, candy, etc. Cash register, play money, scales, boxes, etc. Help them make signs, price articles, etc.

10. Coffee Shop - Freshie, pop bottles, dishes, cups, bill pad and pencils, play money, etc.
    And on - travel agency, airport, dad's office
    And on and on.

If this is only one centre, just think of what you, as a teacher, can creatively do by just changing, once in a while, the various centres in your room with simple or grand additions!

Teacher's Role:

What are you doing during Activity Time?
- Learn to know when to assist children and when to let them play. When a child is busy concentrating at his chosen activity, he is oblivious of the teacher's presence, but he also knows she is there if he needs her.
- Observe children - note problems that may be revealed in play, observe how he uses equipment - what are his strengths, weaknesses.
- If a child is not interested in activities provided, ask him what he likes and help him provide these.
- Encourage shy children - guide bossy children into useful roles.
- Interrupt arguments when necessary - suggest alternate ideas.
- Ask children questions about their activity to help them understand and clarify concepts.
- Answer questions with questions.
- Circulate, talk, laugh, participate.

Carefully planned activity centres are essential to a productive Kindergarten setting. Each centre should have materials suitable for 3 stages of interest:

1. Concrete Sensory - the child manipulates the material.
2. Semi-Abstract - the child again manipulates the concrete materials but begins to sort and classify and sees relationships between the real object and the picture symbol of the object.
3. Abstract - the teacher has the child extend the relationship from the real object and picture symbol to the printed form.

Obviously not all children will reach the abstract stage in Kindergarten, but it is important to watch for signs of where they are at and to provide opportunities for reaching out to the next stage.

NON-PERMANENT INTEREST CENTRES

These centres come and go. They can stay for a day or a few weeks. Show and tell items can be displayed in interest centres. Encourage parents and children to bring items into the room to share. Discuss the respect and care given to other people's things.

Interest centres can also be set up to highlight a unit or theme. For instance, if you choose to celebrate Chinese New Year, then a table of Chinese items can be displayed: typical clothing, china, chopsticks, Chinese tea, pictures, filmstrip, etc.

To introduce Holidays, a simple Centre can be a starting point: e.g. Close to Hallowe'en, read a story about a witch. Set up a table with a mask, a costume, pictures, tapes of Hallowe'en stories and poems, filmstrip, pumpkins, Indian decorative corn, etc.

Seasonal displays can also be made and special collections exhibited. What about a table of gadgets: piece of elbow pipe, old spring, motor, insides of a watch, etc. There is no limit to imagination. Open the mind to thinking and questioning. Perhaps even a short directed lesson at a particular centre is of value.

Unlimited visions - unlimited learning. How exciting for everyone involved!

RECORD KEEPING IN THE ACTIVITY CENTRES

Below are some suggested ways in which teachers might keep track of the children's visits to the centres.

a. Above the centre, on the wall, place a chart with the children's names and days of the week on it. Simply place a check when the child visits the centre.

TODAY IS MONDAY

Name	Monday	Tuesday	Wednesday	Thursday	Friday
John	✓		✓	✓	
Martha		✓	✓		✓
Ruby	✓	✓			✓

In the second half of the year or when you deem appropriate, if a pencil is hung next to the chart, the child can be taught how to check his own name on the proper day as he enters the centre.

Daily "Calendar Helpers" can place day signs Tuesday above the charts with paper clips so children can match proper day to fill check in.

b. Use a quadrille-lined exercise book. Write the children's names down the left-hand side of the left page or on a strip which can be folded in. A space at the far right of the page may be left for remarks. At the top of the columns list the days of the week, preferably up to one month on a page. Prepare a key to correspond to the activities.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Mon.	Tues.	Wed.
John	6	4	2					
Martha	1	8	5					
Ruby	3	4	1					

KEY

1. Featured activity
2. Painting
3. Large blocks
4. Table toys
5. Modelling
6. Sand play
7. Home Centre
8. }
9. }
10. } Other activities as needs arise.
11. }
12. }

c. Make up one of your own.

THEMES FOR KINDERGARTEN

The following pages contain units which were developed for Kindergarten classes in Mildred Hall Public School, Yellowknife by Diane Wilton and Anne Kachmar. Units should be designed to include each of the varied disciplines of Science, Social Studies, Health, Math, and Language in order to ensure that they are being incorporated into the program.

The units presented here should not be thought of as ideas to use in all Kindergartens, but rather as suggestions that may be helpful if such a topic is discussed by your particular group of children. At all times, the children's interest is the determining factor that leads to the development of any project. Interest (theme) should be pursued only as long as worthwhile activities and valuable skills are being enjoyed. Sometimes, it only lasts as the current discussion for the day - at other times, enthusiasm may be sustained for several days.

Often the teacher introduces ideas that she feels the group would enjoy. Field trips, movies, T.V., books, film strips, etc. frequently spark active interest in new topics. The criterion at all times is the active involvement of the child.

Never be afraid to start something. If the children are not motivated or interested, switch to another theme. Obviously interests vary from school to school, and from community to community, where backgrounds and daily living differ. These should guide the teacher in her choice of experiences for her class.

When a child brings in or mentions something that the class expresses interest in, the teacher can develop a theme along with the children. An example of such a process might be as follows:

1st child: I saw a bird this morning.
Teacher: Was it a raven?
1st child: No, it was smaller.
Teacher: Can you tell us anything more about it?
1st child: Well, it kinda' looked brown and white and it flew like this (child demonstrates) and sat in a tree.
Teacher: I wonder what it was doing?
2nd child: Having a rest.
3rd child: Looking for food. It's hungry.
4th child: My dad watches birds.
Teacher: How interesting. Do you think he could come tell us about birds in our community? What is a person who watches birds called?

That evening, the teacher would search for books, filmstrips, films, pictures, songs, etc. about birds. She should call the child's father to see if he could talk to the class. She could approach the Fish and Wildlife Department for pictures and information. The class could record bird calls, make their own feeders, etc., observe birds around the community, grow birdseed and see how many different kinds of seeds are in it, (sort, classify) and collect feathers, and innumerable activities involving the disciplines.

The teacher should be flexible in her program enabling units to be creat i spontaneously. If a unit is developed along a format similar to the following, it is easy to ensure a program that includes each of the varied disciplines. Once you have exhausted all of your ideas in building a theme, you can then pick out what you feel is sufficient for your particular group to handle. E.g. if 20 art ideas are given, perhaps 4 rotating tables with 4 different ideas are enough for a few days. Do not feel that everything has to be accomplished. Gear it to your children and keep it balanced.

THEMES - SEEDS

	Discussion Topics	Handwork	Math Readiness	Reading Readiness	Music, Songs, Poems, Finger-plays, Movement	Filmstrips, Films & Stories	Science Activities	Other
Day 1	Seeds and how they travel	Seed collection Seed collage Squirrel - with acorns Painting	Sorting seeds Counting seeds	"S" for seeds	"A Tiny Seed Am I" - song Seeds travelling - dramatization	"How Seeds Travel" - filmstrip	[illegible]d collection and classification	
Day 2	Seeds and how they travel (continued)	Seed necklaces (string seeds) Acorn man - see directions	Classifying seeds (smaller, larger)	Story of a seed (3 sequence charts)	"My Cupboard" - fingerplay "A Little Seed" - song	Tales of Squirrel Nutkin - filmstrip		Nature walk to observe seed dispersal
Day 3	Vegetables that produce seeds	Pattern - make using seeds Potato prints - bone marbs, covers, wrapping paper, wall hangings	Worksheets - likenesses and differences	Vocabulary - How seeds feel		"A Tiny Seed Am I" - story "Oats and Beans and Barley Grow" - song	Plant carrots, potatoes, onions in water	
Day 4	Fruits that produce seeds Northern Rosehips	Modelling fruits and vegetables - plasticine Hand rubbings Cooking - jam, syrup, jelly	Stringing rosehips - counting, ordinals			Story - "Johnny Appleseed"	Textures of fruits as they are processed - berries, jam, jelly, syrup	
Day 5	Harvest - picking berries	Cooking - vegetable soup or stew Free drawing		Vocabulary - smells and tastes of fruits Book - Stone Soup		"To a Country Fair" - filmstrip		Sampling of fruit - sharing

THEMES - SIGNS OF FALL

	Discussion Topics	Handwork	Math Readiness	Reading Readiness	Music, Songs, Poems, Finger-plays, Movement	Filmstrips, Films & Stories	Science Activities	Other
Day 1	Following a walk, discuss signs of Fall - the changes from Summer	Leaf collage Wax paper and crayons, ironed leaves Leaf rubbings Grass, lichen collage	Counting - leaves Larger and smaller concepts	Introduce "Fall" vocabulary e.g. crunchy, crisp, rustling	"I'm a Little Chestnut: - poem "In Fall" - song		Gather leaves for display table Gather grasses, mosses	Observation walk
Day 2	Trees and leaves change	Centre pieces or wall hangings - arrange leaves seeds, cones on paper plates, plastic rings, box lids Leaf impression necklaces from playdough Weaving with grasses	Worksheet - recognizing and color-matching shapes	Continuation of color words: orange, yellow	Dramatization - swaying trees, leaves blowing	"Signs of Autumn" "Fall Adventure" - filmstrip	Own leaf collection - pressing	
Day 3	Leaves - value of fallen leaves - fun in the leaves	Sponge painting - tree colored, and leaves sponge painted Paper torn leaves on a real broken branch Lichen "sponge" painting	Size and shape of leaves		"I Like to Rake the Leaves" Dramatization - raking leaves	"Fall Brings Changes" - filmstrip	Experiment with dyes from lichens	Rake leaves, - burn, smell
Day 4	Animals in Autumn - caribou migration, homes of smaller animals, thicker fur	Hand-print mural (leaves on tree) Paint your hand and print What lives in a tree mural - e.g. squirrel	Pattern making with leaves	Vocabulary - hibernation, camouflage	"Frisky, Whisky" "Black Squirrel" Dramatization - hibernation	"Animals in Autumn" - film		
Day 5	Birds in Autumn	Leaf prints - (paint the leaves and make prints on paper) Bird mobiles		Vocabulary - migration Duck's V formation	Imitating birds - eating, flying, landing, feeling cold	"Autumn is an Adventure" - film	Birds' nests Taping bird calls	

THEMES - CHRISTMAS

	Discussion Topics	Handwork (Example sheet included)	Math Readiness	Reading Readiness	Music, Songs, Poems, Finger-plays, Movement	Filmstrips, Films & Stories	Science Activities	Other
Day 1 and 2	Christmas around the world - different ways of celebrating (Mexico, Holland) - local customs	Making pinatas Finger painting Christmas trees of Germany Free drawing and painting Sawdust modelling - wooden shoes	Following recipes in cooking - measuring, counting	Start book of children's Christmas paintings with their stories printed by teacher	"Jingle Bells" "Rudolph" "Oh Tannenbaum" and other songs	"Christmas around the World" - filmstrip "A Mexican Christmas Story" Dutch Story	Baking special treats to be served at concert	Baking
Day 3	Religious meaning of Christmas	Nativity Scene using cut-outs Stained glass windows Angels - paper rolls and doilies	12 Days of Christmas (cardinal and ordinal numbers) first - one second - two	Vocabulary - Christmas words Helping to word invitation to parents - chart	"12 Days of Christmas" "Away in a Manger"	"The Littlest Angel"	Tastes, smells centre	
Day 4 and 5	Symbols of Christmas - Red, green - Santa Claus - Angels - Trees - Gifts, etc.	Christmas mobiles Christmas trees from cones Santa Claus - construction paper and cotton batting Santa Claus - paper bags	Counting, matching numeral with number Candy cane 1-20 numeral sequence 8 reindeer plus Rudolph	Color words - red, green	"Santa"	"The Night Before Christmas" "The Little Fir Tree"	What do real caribou, deer eat in winter in N.W.T.? Evergreen trees - Observe - Why do they stay green? "What plants need to live" experiment	Trip uptown to notice store displays, symbols of Christmas
Day 6 and 7	Christmas in the home - tree and home decorating - making, wrapping, giving gifts	Christmas trees - folded shapes Christmas trees - 3-D Candy canes Poinsettias Bells	Pattern making on Christmas trees	Discussion of behavior on concert day - how people feel when they are excited - acceptable and non acceptable behaviors		"How the Grinch Stole Christmas"	Christmas corsages out of nature - twigs, cones, etc.	Christmas party
Day 8	Stockings hung Food preparation	Candle wreath centre-piece Christmas card making Christmas wall-hangings Stitching Christmas stockings Christmas corsages				"The Great Toy Robbery"		Concert

THE KINDERGARTEN TEACHER - GOALS FOR THE KINDERGARTEN TEACHER by Cathy McGregor

In Relation To Self

Recognize abilities and limitations.
Have a positive self image.
Dress appropriately for Kindergarten activities and according to local expectations.
Remain open to change.
Meet the challenges of teaching in a new environment in a positive way.
Maintain a sense of humour.
Recognize the validity of different value systems and life styles.
Act as a guide and facilitator rather than authority.
Express things clearly in a language the children can understand.
Strive to develop and increase professional competence.

In Relation to the Children

Enjoy working with young children.
Maintain a high level of sensitivity to the needs, interests, and abilities of the students.
Provide a model of behavior and speech that takes into account local standards and expectations.
Accept each child as a unique individual and as he is.
Try to be understanding of all kinds of behaviors.
Try to be understanding of the children's differences from each other and from you.
Remember that the transition from home to school is a gradual process.

In Relation to the Community

Try to get to know the parents and families of your students.
Develop parent-school communication
Involve community members in the school program.
Explain the school program to the community so they can understand it.
Respect individual family lifestyles and values.
Become aware of community values: child rearing practices
motivational techniques
disciplinary approaches
educational methods
goals and aspirations for children.

In Relation to the Program

Be well informed about changes in educational philosophy and methods, particularly with respect to early childhood and cross cultural teaching.
Develop a philosophy of Kindergarten education.
Provide a program that meets the goals of the community for education of their children.
Provide a program that attempts to meet the goals outlined earlier for children and the community.
Relate classroom activities to the children's lives outside of school.
Develop flexible plans which take into account children's interests and spontaneous development in the classroom.
Use creative and imaginative approaches which take into account what is known about cross cultural teaching techniques.
Provide for the individual needs of each child.
Set realistic and consistent standards and limits which reflect those of the community.
Establish a detailed and comprehensive set of records for each child.
Recognize that formal instruction through workbooks and texts has little or no place in the Kindergarten.

In Relation to Other Teachers

Promote an understanding of the function of Kindergarten and Kindergarten methods among teachers on staff.
Promote coordination between Kindergarten staff and year one and two teachers with respect to program content and methods.
Work cooperatively with all staff members by sharing materials and ideas, providing opportunities for them to visit and participate in the Kindergarten and vice versa, contribute to the work of staff committees, etc.

"I have always felt that the true textbook for the pupil is his teacher."

- Mahatma Gandhi

BEST COPY AVAILABLE

The qualifications of a teacher aide vary from community to community. The qualifications also vary according to the type of responsibility the aides will have in the classroom.

The following is a list of duties for an aide in a community where English is not the first language. It is by no means complete but hopefully will indicate areas where aides can be actively involved. These were taken from Teacher's Guide to School Readiness, Saskatchewan Department of Education, 1973.

1. *Acting as an interpreter.*
2. *Acting as a medium between English and the spoken language. The teacher aide can translate answers and clarify concepts.*
3. *Reading and telling stories to pupils in English and in the spoken language.*
4. *Helping the teacher to know and understand the culture of the community. The aide can alert the teacher to cultural differences that must be understood in order to promote good communications.*
5. *Helping pupils understand teacher's directions.*
6. *Assisting the teacher in supervision of the children at recess time.*
7. *Assisting the teacher in taking a small group of pupils on educational excursions in the neighborhood.*
8. *Assisting the teacher in taking pupils to and from various places in the school.*
9. *Taking pupils home who are sick or hurt.*
10. *Being responsible for the class for a period when the teacher is called away.*
11. *Supervising pupils while watching films or T.V.*
12. *Assisting the teacher and the pupils in putting away pupil's toys and materials (only the toys and materials that the children are unable to put away themselves).*
13. *Assisting the teacher in helping pupils move from one activity to another.*
14. *Giving a pupil a chance to show that he can do something well.*
15. *Helping pupils play together.*
16. *Assisting pupils in the library area (picking out books, and the care of books).*
17. *Playing games with pupils, such as rhyming games, guessing games, and finger games.*
18. *Interesting a restless pupil in some of the available activities.*
19. *Helping pupils learn how to settle arguments without fighting.*
20. *Listening to pupils talk about themselves (family, experiences out of school, etc.) in the language of the child.*
21. *Listening to a pupil tell a story.*
22. *Listening to a pupil read his own written story, etc.*
23. *Listening to a pupil read.*
24. *Acting out stories with pupils.*
25. *Taking charge of a small group which is working on a special project while the teacher works with another group.*

26. *Helping pupils to use programed materials.*
27. *Singing with a group of pupils.*
28. *Working directly with students in a teacher-introduced art project, such as a bulletin board, Christmas decoration, etc.*
29. *Helping young children learn to use crayons, scissors, paste, paint, etc.*
30. *Showing pupils how to clean up and put away materials.*
31. *Helping pupils improve specific subject skills (such as sequencing skills).*
32. *Helping pupils develop appropriate classroom behaviors.*
33. *Helping the teacher prepare materials to be used in the classroom (e.g. flannel board stories, fingerplays, records, art materials).*
34. *Helping pupils use a teaching machine (A.V. equipment).*
35. *Playing a musical instrument for the pupils.*
36. *Taking time to plan and evaluate the daily activities with the teacher.*
37. *Taking time to plan parent programs suitable to the community - with the teacher.*

The teacher aide and the teacher should discuss these duties and decide which ones the aide feels she can do and decide how the responsibilities can be shared. Since the teacher and teacher aide must work as a team, communication is vitally important.

The teacher should have a thriving respect for the trainee as a person. Teacher aides grow in their capabilities and need a feeling of satisfaction in making contributions to the Kindergarten program. The teacher should provide clear information and continuous help concerning the children and program to the aide. And it should be remembered that during the first months of school, the teacher aide may be the person to whom the children will make their first away-from-home relationship with. Their language is a common base. This takes an understanding adult attitude on the part of the teacher.

Also remember that trainees will be sensitive to the teacher's attitude toward them. "Am I considered a help or a hindrance?" Think of the many positive aspects of having an assistant: you are making a contribution to the field of Early Childhood Education, there is more individual help for the children, and usually more incentive and inspiration for yourself.

Needless to say, having an aide does call for more work on the teacher's part, especially at the beginning, but gradually a harmonious shared situation will benefit everyone.

Read: Developing Teacher Competencies
J.E. Weigard, Prentice-Hall, 1971.

EVALUATIONS, RECORD KEEPING AND REPORTING

Why do we evaluate the child's growth in the physical, social, emotional, intellectual and cultural areas?

Since we operate on a developmental continuum, knowing the child's position on this continuum helps:

a. teachers and parents to understand their children
b. to see evidence of growth
c. to serve as a guide in planning our program.

What you evaluate and how you evaluate are dependent upon your understanding of each child's development, fully conscious that no two children are alike. The best tool for evaluation is observation by the teacher who knows the child, the nature of the program and the developmental psychology of children. Evaluation then becomes a natural part of daily activities.

Anecdotal records: These are brief written accounts of incidents in which the children were involved that emphasize certain aspects of character.

Readiness: This is a word frequently used in the discussion of Kindergarten. Readiness is the stage when a child is able to experience success in a certain activity. Since a child is always ready to learn something he is always at a certain stage of readiness to further his learning.

Piaget has written extensively about these matters. Take time to familiarize yourself with his insights.

Record Keeping

Beginning with Kindergarten, a cumulative file should be kept. This file should contain, among other documents, a permanent collection of:

a. Application form
b. Copy of birth certificate or proof of birth
c. Medical reports
d. Test reports and scores (standardized, readiness, etc.)
e. Parent evaluation and expectation form
f. Samples of child's work (dated)
g. Anecdotal records
h. Brief accounts of parent interviews
i. Teacher records of child's progress.

Records are meant to be used. Information can positively assist anyone working with the particular child. However, care should be taken to ensure privacy. These records are confidential.

Suggested Information Gathering and Reporting

1. Registration Day (see sample forms in Administration Section).

2. Fall Interview: During this time the teacher will discuss with parents how the child has adjusted to the Kindergarten but the main thrust of this interview is to find out more about the child from the parent. If possible, the parent should have had a time before this interview to observe his child in the Kindergarten (see page 147). No written reports are sent home at this time.

3. Spring Interview: Here the teacher acquaints the parent with various areas of development and shows how the child fits in. Positive growth as well as areas of concern are discussed. Sample forms (see page 149) may be filled in by teacher and kept in a cumulative file. Use these as a base to discuss child with the parents. Pre-observation here by the parent to see changes in growth are again helpful.

4. June Report: This is a final written report that goes home to the parent and a copy to the cumulative file for the Grade 1 teacher to read. This report may be purely anecdotal or very specific, depending upon whether schools have cumulative checklists in math and language skills, etc. If there are any real difficulties the parent should have been made aware of these before this time and a plan of action prepared for the coming year.

The above reporting is considered "formal". Obviously the teacher will be in contact with parents much more often as the needs arise or for pure social interaction. The closer we draw the family to the school the more understanding will develop and hopefully, the more the child will benefit.

Undoubtedly evaluations and reports are time consuming. The teacher needs to understand their value in order that her efforts have positive meaning for her. Steer away from records "for filing purposes only". Nothing remains static in a Kindergarten. The secret is knowing when to move on, when to back up, when to do something, when to do nothing. "Taking a good look" can help.

Books:

Boyle, D.G.
A Student's Guide to Piaget
Oxford; Pergamon Press, 1969.

Cohen D.H. and V. Stern
Observing and Recording Behavior of Young Children
New York; Columbia Teachers' College Press, 1971.

THE FORMS THAT FOLLOW ARE SAMPLES ONLY

Sample Only

Test in Oct.

Name _____

1. Colour:

red	black	yellow	blue	orange

brown	green	purple

2. What number is it?

7 4 3 2 5 9 1 6 10 8

3. Count:

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4. Do you know your letters?

a f g i b l m o r c

s d y e h j n k p t

q x w z u v

5. Copy:

Sample

Test in March

Name _____

1. Shapes

2. Alphabet

b m f g h o r v c d i x

z n a e u j l y K p t

w q s

3. Numerals

7 1 4 3 8 6 10 2 9 5

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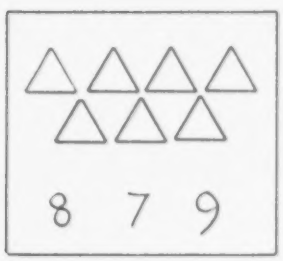
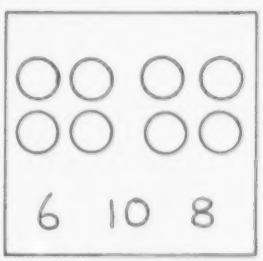
4. Colours: 1. name
2. colour

red	yellow	blue	green
orange	black	purple	brown

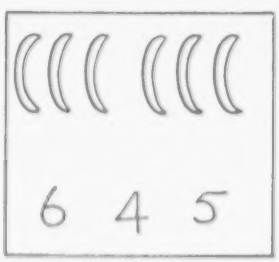
5. How many?



8 7 9



6 10 8



6 4 5

SOCIAL BEHAVIOUR AND GROWTH

Rapport

_____ 1. Plays beside
_____ 2. Plays with
_____ 3. Plays co-operatively
_____ 4. Listens well without interrupting
_____ 5. Helps
_____ 6. Plays pretend
_____ 7. Plays competitively
_____ 8. Participates in group activities readily
_____ 9. Recognizes his/her objects
_____ 10. Respects rights and properties of others

Sharing

_____ 1. Shares role of leader
_____ 2. Shares role of follower
_____ 3. Shares role of co-worker
_____ 4. Shows helpfulness toward others
_____ 5. Awaits turn for help from teacher

Communication

_____ 1. Imitates
_____ 2. Speaks
_____ 3. Talks
_____ 4. Converses with peers
_____ 5. Converses with adults
_____ 6. Relates incidents
_____ 7. Describes
_____ 8. Recites from memory
_____ 9. Prints
_____ 10. Copies
_____ 11. Reads

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Emotional Growth and Responsibility

_____ 1. Accepts opposition or defeat without sulking or crying
_____ 2. Accepts criticism well
_____ 3. Accepts praise well
_____ 4. Accepts changes in routine well
_____ 5. Ability to think alone and make decisions
_____ 6. Sees tasks through to completion
_____ 7. Makes good use of time in free activities
_____ 8. Works well alone
_____ 9. Accepts responsibility as a leader, follower, co-worker
_____ 10. Obeys
_____ 11. Conserves
_____ 12. Takes care of self
_____ 13. Takes care of belongings
_____ 14. Dresses self
_____ 15. Cleans up
_____ 16. Respects property ___ of self ___ of others
_____ 17. Conforms
_____ 18. Co-operates
_____ 19. Observes routines

READING READINESS

I Language Arts

_____ 1. Responds to name when called
_____ Knows name when asked
_____ Knows age when asked
_____ Knows address when asked
_____ Knows sex when asked
_____ Knows birthday when asked

_____ 2. Recognizes own name in different forms

_____ 3. Forms own name with plasticine

_____ 4. Can print own first name

_____ 5. Can print surname

_____ 6. Knows letters in own name

_____ 7. Knows names of consonants

upper case - __B __C __D __F __G __H __J __K __L __M __N __P
__Q __R __S __T __V __W __X __Y __Z

lower case - __b __c __d __f __g __h __j __k __l __m __n __p
__q __r __s __t __v __w __x __y __z

_____ 8. Knows names of vowels

upper case - __A __E __I __O __U

lower case - __a __e __i __o __u

_____ 9. Knows alphabet by rote

__A-D __A-G __A-K __A-P __A-V __A-Z

_____ 10. Can match lower case alphabet to upper case

consonants - __Bb __Cc __Dd __Ff __Gg __Hh __Jj __Kk __Ll __Mm __Nn
__Pp __Qq __Rr __Ss __Tt __Vv __Ww __Xx __Yy __Zz

vowels - __Aa __Ee __Ii __Oo __Uu

_____ 11. Can recognize 8 colors

__red __blue __orange __yellow __green __purple __black __brown

_____ 12. Can identify colors on command

__red __blue __orange __yellow __green __purple __black __brown

_____ 13. Knows sound of consonants

__B __C __D __F __G __H __J __K __L __M __N __P
__Q __R __S __T __V __W __X __Y __Z

_____ 14. Knows sound of vowels

__A __E __I __O __U

_____ 15. Can print upper case alphabet

__A __B __C __D __E __F __G __H __I __J __K __L __M
__N __O __P __Q __R __S __T __U __V __W __X __Y __Z

_____ 16. Can print lower case alphabet

__a __b __c __d __e __f __g __h __i __j __k __l __m
__n __o __p __q __r __s __t __u __v __w __x __y __z

_____ 17. Can do transfer printing

_____ 18. Recognizes color words

__red __blue __orange __yellow __green __purple __black __brown

_____ 19. Can print color words

__red __blue __orange __yellow __green __purple __black __brown

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_____ 20. Recognizes functional directive signs

__in __out __exit __gym __boys __girls __make __draw

__circle __color __count

_____ 21. Recognizes individual words

_____ 22. "Prints" individual words

II Vocabulary Building

	ENGLISH	INUKTITUT
1. Knows names of parts of body	_____	_____
2. Knows family members	_____	_____
3. Knows names of common clothing	_____	_____
4. Knows common foods	_____	_____
5. Knows names of toys	_____	_____
6. Knows selected animal names	_____	_____
7. Knows means of transportation	_____	_____
8. Knows furnishings (home/class)	_____	_____
9. Knows names of community places	_____	_____
10. Knows basic action verbs	_____	_____

_____ 11. Knows rhyming words

_____ 12. Associates pictures to vocabulary words

_____ 13. Identifies words by picture clues

_____ 14. Vocabulary adequate to convey words in English

_____ 15. Vocabulary adequate to convey words in Inuktitut

III Vocabulary

1. Parts of the body

__head __shoulders __arm __leg __foot __knee __hand

__body __eye __ear __nose __mouth

2. Family members

__ mother __father __sister __brother __baby

__grandfather __grandmother

3. Clothing

__mitt __scarf __hat __parka __jacket __boot __kamik

__sock __sweater __shirt __pants __dress __shoe

4. Foods

__apple __orange __banana __meat __bread __milk __juice __cookie

__cake __carrot __peas __celery __peanuts

5. Toys

__ball __bean bag __rope __car __truck __bicycle

__beads __blocks __dolls __dishes

6. Animals

northern	farm	zoo
__seal	__horse	__elephant
__owl	__pig	__bear
__walrus	__chicken	__lion
__dog	__goat	__kangaroo
__bear	__cat	__tiger
__raven	__cow	__monkey
__caribou	__sheep	__giraffe
	__duck	
	__donkey	

7. Transportation

__car __truck __airplane __bus __ski-doo __ship __boat

__helicopter __train __tractor

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8. Community places

__Bay __Post Office __School __Arena __Bank __Bakery

__R.C.M.P. __Hospital __Airport

9. Furnishings

Home: __couch __chair __t.v. __table __radio __cupboard __stove

__fridge __dishes __pots & pans __bed __dresser __crib

__mirror

School: __floor __ceiling __wall __light __playhouse __crayons

__scissors __paste __pencil __paper __toys __shelves

10. Action verbs

__walk __run __skip __hop __clap __work __play __sing

__talk __sit __stand __ride __build __paste

IV Conceptualization

1. Can match same objects
2. Can discriminate differences
3. Can match and discriminate by:
   __color
   __shape
   __texture
   __sound
   __smell
   __taste
   __size
4. Can reproduce patterns in various mediums by:
   __color
   __number
   __shape
5. Can sort objects by:
   __color
   __shape
   __texture
   __sound
   __smell
   __taste
   __size
6. Can transfer from concrete flannel board to semi-concrete

V Interests

_____ 1. Is interested in words
_____ 2. Likes to be read to
_____ 3. Attention span is sufficiently long
_____ 4. Wants to learn to read
_____ 5. Reads memory words

VI Comprehension

_____ 1. Remembers names from stories
_____ 2. Remembers main ideas
_____ 3. Remembers conclusions
_____ 4. Remembers proper sequence of stories

VII Oral Expression

		ENGLISH	INUKTITUT
	1. Expresses self spontaneously	_____	_____
	2. Uses complete sentences	_____	_____
_____	3. Able to remember 3 word sentences		
_____	4. Able to remember 5 word sentence		
_____	5. Able to relate a simple sentence about a picture		
_____	6. Able to describe a picture		
_____	7. Able to tell a story and make a picture		
_____	8. Can make up simple conclusions for stories		
_____	9. Able to use new words		
_____	10. Can dramatize stories		
_____	11. Can dramatize to music		
_____	12. Sings with group		
_____	13. Listens to music		
_____	14. Can beat rhythms		

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MATHEMATICS SKILLS

_____ 1. Matching - one to one correspondence
_____ 2. Progression in bead patterns - by shape
_____ 3. Progression in bead patterns - by color
_____ 4. Progression in bead patterns - by number
_____ 5. Progression in bead patterns - by shape and color
_____ 6. Progression in bead patterns - by number 2, 3, 4
_____ 7. Same and different - gross discriminations
_____ 8. Same and different - fine discriminations
_____ 9. Rote count __1-10 __1-15 __1-20 __1-25
_____ 10. Position:

vocabulary			Understands Concepts
__up	__down		_____
__above	__below		_____
__left	__right		_____
__over	__under		_____
__high	__low		_____
__in front	__behind	__beside	_____
__front	__centre	__back	_____
__first	__next	__last	_____

_____ 11. Recognition of four geometric shapes

__circle: __by name __by sight
__square: __by name __by sight
__triangle: __by name __by sight
__rectangle: __by name __by sight

_____ 12. Ordinal numbers

__first __second __third __fourth __fifth

_____ 13. Quantity

vocabulary		Understands Concepts
__all	__none	_____
__few	__many	_____
__whole	__half	_____
__full	__empty	_____

_____ 14. Size

vocabulary		Understands Concepts
__tall	__short	_____
__large	__small	_____
__big	__little	_____
__high	__low	_____
__long	__short	_____

_____ 15. Weight comparison

__heavy, heavier, heaviest
__light, lighter, lightest

_____ 16. Distance

__near, far __inch __foot __yard

_____ 17. Time

__days of the week __night and day __morning and afternoon
__months of the year __clock

_____ 18. Money

__recognition of coins: 1¢, 5¢, 10¢, 25¢, $1.00
__value (more or less)

_____ 19. Recognition of numbers 0-9 __0 __1 __2 __3 __4 __5 __6 __7 __8 __9
_____ 20. Printing of numerals 0-9 __0 __1 __2 __3 __4 __5 __6 __7 __8 __9
_____ 21. Recognition of sets 0-9 __0 __1 __2 __3 __4 __5 __6 __7 __8 __9
_____ 22. Ability to construct sets 0-9 __0 __1 __2 __3 __4 __5 __6 __7 __8 __9
_____ 23. Beats rhythm
_____ 24. Responds to rhythm

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NAME: _____ DATE: _____

SOCIAL AND EMOTIONAL DEVELOPMENT

1. Is responsible and looks after equipment: .....
2. Co-operates with others: .....
3. Shares: .....
4. Is thoughtful and respectful of others: .....
5. Responds to directions and signals: .....
6. Is courteous: .....
7. Is willing to take turns and listen to others: .....

INTELLECTUAL AND CREATIVE DEVELOPMENT

1. Invents activities: .....
2. Contributes news, ideas, comments: .....
3. Carries out directions: .....
4. Retells stories; remembers songs: .....
5. Has correct English usage: .....
6. Can express thoughts in a sentence: .....
7. Has a good vocabulary: .....
8. Can ask questions: .....
9. Has facility with numbers: .....
10. Is alert to the environment: .....
11. Interested in learning: .....
12. Enjoys books: .....
13. Is critical of own work: .....
14. Enjoys problem solving: .....
15. Has facility with letters: .....

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PHYSICAL DEVELOPMENT

1. Capable of dressing self: .....
2. Large motor co-ordination: .....
3. Small motor co-ordination: .....
4. Left-right orientation: .....

TEACHER: _____

PARENT OBSERVATION FORM
(to be discussed with teacher after session is over)

CASE STUDY OF A CHILD

1. How does your child react to other children?

2. How does your child share with other children?

3. How does your child try to join a group?

4. How independent is he in activities?

5. Does he begin activities by himself or does he wait for the teacher to tell him what to do?

6. Do you see any special abilities shown by your child in art, music, writing?

7. Listen to your child speak.
   Does he speak clearly?

   Does he use many different kinds of words?

   Does he ask a lot of questions?

8. How long will your child stay with a particular activity?

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SELF-EVALUATION

NAME: _____ DATE: _____

Self-evaluation is an important aspect in the development of a child. Therefore, each child in our group has been given an opportunity to express his feelings, to consider his relationships with others and to think about his achievements by responding to the following questions. The responses were recorded exactly as they were stated by the child.

1. What makes you feel happy at school?

2. Do you like to use our toys by yourself or share them with a friend?

3. What would you like to do with a favourite friend?

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4. Name three things that you are able to do by yourself.

Evaluation Guide

Emotional Growth

1. Extreme reaction when upset (tantrums, aggression)
2. Displays tension in particular situations (is shy, fearful, timid)
3. Accepts class routines and requirements
4. Requires constant adult encouragement and support
5. Shows concentration in self-chosen activity
6. Shows concentration in group activities (stories, music)
7. Gives evidence of a feeling of self-confidence and self-worth

Social Growth

1. Prefers individual activities
2. Prefers activities with a particular child
3. Enjoys group activities
4. Participates in planning and organizing activities
5. Relates well to his peers
6. Relates well to people in new situations

Physical Growth

1. Shows control of large muscles (skipping, balancing)
2. Shows eye-hand co-ordination (using a ball)
3. Shows beginning of fine muscle co-ordination (painting, modeling)
4. Shows advancement in fine muscle co-ordination (cutting, printing)

Intellectual Growth

Listening

1. Distinguishes between two gross sounds (drum and bell)
2. Distinguishes between two finer sounds (telephone and doorbell)
3. Enjoys listening to stories and poems
4. Recognizes rhyming words

Speaking

1. Expresses himself in words
2. Expresses himself in simple sentences
3. Concepts of quantity (many), number (six), order (first), quality (thick), space (far), emotions (happy)
4. Creates stories, songs, or poems

Reading

1. Recognizes his name
2. Recognizes signs on the street, on TV, in the classroom
3. Shows interest in words through picture books, simple charts, books with textual material
4. Recognizes similarities and differences in words (Jean, Jane)
5. Requests meaningful words for his individual "word box"
6. Reads his own stories (printed by the teacher)

Writing

1. Includes letters in his paintings and crayon drawings
2. Prints his own name (reversals and mixed case letters are common)
3. Shows interest in printing friends' names, signs, and individual words
4. Enjoys copying teacher's printing of his dictated stories

Mathematics and Science

1. Counts (objects in interest centres)
2. Understands one-to-one correspondence (distributing cookies, juice)
3. Understands the concepts of number ("twoness", "fourness")
4. Concepts of shape (square), quantity (few), height (taller), weight (heavier), time (yesterday)
5. Recognizes numerals and uses them in a meaningful way (to number pages, in keeping score)
6. Uses mathematical and scientific language (near, far, beside, evaporate, boil, liquid, solid, dissolve)

FOR TEACHERS AND ADMINISTRATORS*

EVALUATING THE KINDERGARTEN PROGRAM

- B. Robinson
Cincinnati

THE ROOM

HOUSEKEEPING AREA

Is the area equipped with materials that stimulate dramatic play?

Does it invite the reliving of experiences of the home, school, community?

Are there materials such as dolls, doll crib, table, chairs?

Are the dolls and doll clothes clean?

Are there dishes, pots and pans, stove and other housekeeping toys?

BLOCK AREA

Is the area in a safe place away from doors, passageways or closets where children can play and build uninterrupted?

Are blocks stored according to size and shape?

Are these block toys to stimulate the imagination and add to the fun of building?

SCIENCE AREA

Is there an area where children may go to enjoy experimenting with a magnet or magnifying glass?

Are there seasonal interests for children to observe?

Is there a pet in the area?

Are there growing things which children have planted?

Are there things to manipulate? (Pulleys, wheels, clock works).

Is there a treasure box containing items of interest? (Kaleidoscope, shells, seeds, rocks, etc.).

ART AREA

Painting

Is the painting centre used daily?

Are the paint colors bright and clear?

Is the painting paper easily available to the children?

Are there aprons available for protection of clothing?

Are there clean-up materials such as sponges, paper towels, basins, water, etc.?

Is finger painting available?

Is there a place for drying paintings?

* Copies of this may be made available to parents who are interested in seeing what to look for in a good Kindergarten program.

Clay or Modelling Materials (plasticene, playdough)

Is there a clay table suitably protected to which children may go to enjoy working with clay?

Are there tongue depressors and other tools for use with clay?

Is the clay moist and in good condition?

Is it kept in a plastic container, moist cloth or clay crock?

Is there protection for children's clothing, table and floors?

Other Media

Are crayons and paper available for creative use?

Are scissors handy?

Is beautiful junk available for construction and collage?

Is paste and glue available?

Is there a variety of paper? (Color, size, texture).

Is there opportunity for wood work?

LIBRARY AREA

Is there a quiet attractive corner where children may go to look at books?

Is the light good?

Are the books attractive and suited to the age and interest of the children?

Is there a variety of books?

Are the books kept in good condition and in orderly arrangement?

Are torn books repaired or replaced when necessary?

Do children use the area daily?

Is the listening post sometimes utilized in this area?

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MUSIC AREA

Are there evidences of music and rhythmic experiences?

Do the children have creative dancing and dramatization using body movement, scarves, hoops, balls, and balloons?

Is there a variety of musical instruments? (Drums, triangles, rhythm sticks, bells, etc.).

Are instruments stored properly?

Is the music played simply, with good rhythm?

Do the children enjoy singing songs - folk, rote, and action?

Is there a phonograph and suitable recordings?

MANIPULATIVE MATERIALS AREA

Is the area equipped with a variety of materials? (Beads, pegs, puzzles, table toys, games, etc.).

Are materials stored in an orderly manner adjacent to tables?

Are new areas of interest set up as the needs of children change?

CLASSROOM MANAGEMENT

Are materials easily accessible to children?

Do children know where materials are kept?

Are the children responsible for the orderly arrangements of materials?

Are the children given the opportunity to assume responsibility as leaders and followers?

Are the children taught to respect school, classroom, and public property?

Are the evidences of good social living being stressed: learning to share, waiting for turns, caring for materials, respecting rights of others, and working and playing well together?

Are good routines established and maintained for all classroom activities?

Do children know the names of all materials, equipment, and supplies?

Do children tell what they want to do? How they are going to do it?

THE PROGRAM

Is the program based on principles of child growth and development?

Is the goal to provide a succession of experiences whereby each child may have the opportunity to develop at his own rate - physically, socially, emotionally, intellectually?

Is the program carefully planned - including long-range, short-range, and day to day plans?

Is provision made for each child to have time of his own to do as he chooses?

Is there a balance between large group, small group and individual work-play?

Is language stressed in all activities?

Are curriculum guides, professional literature, and other resources available to assist in program planning?

Does the program provide opportunities for the following:

- first hand experiences?
- sensory experiences and games for developing auditory and visual acuity?
- vicarious experiences (pictures, film strips, stories)?
- working with many different kinds of media?
  - painting - easel painting, finger painting, gadget painting
  - modelling clay and dough
  - using crayons creatively
  - using scissors
  - pasting
  - constructing with wood, paper and other materials
  - building with blocks
- browsing in books (reading titles, care of books, listening)?
- listening to stories?
- retelling stories?
- reading a variety of books at the child's level (humorous, adventure, science)?
- enjoying poetry?
- playing games?
- singing songs?
- playing rhythm band instruments?
- responding creatively to music?
- listening to music for enjoyment?
- working puzzles?
- enjoying table games?
- manipulating materials?

- dramatizing experiences?
- working with puppets?
- engaging in simple science experiences?
- observing growing things?
- learning numbers through functional use of numbers?
- helping to plan class activities - the teacher may plan and offer choice; the children may plan and choose among the suggested activities?
- choosing activities when left to their own resources?
- developing muscular skill and co-ordination?
- learning good health habits, nutrition and cleanliness?

THE CHILDREN

Is the teacher kind, friendly, cheerful, and warm with children?

Does she:

- show an understanding of young children and how they grow?
- know her children well?
- keep her tone of voice quiet and pleasing to reflect friendliness and kindliness?
- give positive directions and suggestions?
- use short, clear, meaningful sentences?
- speak slowly and distinctly?
- speak firmly, yet gently and friendly?
- talk freely with children on their level?
- give choices when children have a choice?
- avoid making comparisons between children?
- redirect children in a way related to their interests?
- give approval when deserved?
- avoid making models in any art medium for children to copy?
- take time with individual children and show interest in them by listening and responding?

THE TEACHER

Is the teacher fully aware of her position as the most important factor in the classroom learning situation?

Does she:

- recognize the need for increasing knowledge skills, and techniques?
- utilize available teaching resources?
- co-operate with other teachers and school staff?
- accept and use constructive criticism?
- adequately plan and prepare for teaching?
- seek help when needed?
- share successful practices with others?

THE PARENTS

Is the teacher accepting of the idea that education is a cooperative endeavor between the home and school?

Does she:

- recognize that each parent is an individual with his own attitudes, values, beliefs, and needs, and accept him (her) as a person even though differing with his (her) beliefs?
- believe that parents are interested in their children?
- communicate with parents in a variety of ways? (Home visits, school visits, planned conferences, casual visits, study groups, planned parent meetings, newsletters, bulletins, handbooks, personal notes, report cards).
- stive to utilize parental talents to improve her program?

"The teacher of young children could benefit more by looking for new and exciting ways of conducting classes and introducing knowledge than by devising cute ways of moving or inciting children to function in dull, inappropriate classroom activities."

-

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Taken from ECS

SECTIONS PERTAINING TO KINDERGARTEN FROM THE ORDINANCE RESPECTING EDUCATION IN THE NORTHWEST TERRITORIES

PART II

POWERS OF BOARDS

38. (1) (g) provide a Kindergarten program for children in the district who are five years of age on or before the thirty-first day of December;

PART III

CONDUCT OF SCHOOLS

Language of Instruction

54. (1) The local education authority shall prescribe the language of instruction to be used for Kindergarten, where a Kindergarten program is offered, and for the first two years of the school program following Kindergarten.

(2) Where a language other than English is prescribed as the language of instruction under subsection (1)

(a) English shall be taught as a second language, and

(b) instruction shall be provided in English for students whose first language is English.

(3) Where English is prescribed as the language of instruction under subsection (1) but is not the first language of the majority of students, the first language of the majority of the students shall be taught as a second language.

PART IV

SUPPLEMENTARY EDUCATION PROGRAMS

Kindergarten

69. (1) The education system of the Territories shall include a Kindergarten program.

(2) Subject to the approval of the Executive Member, a Superintendent may include a Kindergarten program in any school in his Superintendency.

70. All Kindergarten programs shall be taught by a teacher or by a person who is acting under the direction of a teacher.

71. Kindergarten programs shall operate so that no child in the program is in attendance more than three hours of any regular school day.

ADMINISTRATIVE ORGANIZATION

ADMISSION

Conditions of Admission

a) The following documents should be presented with the request for admission:

- birth certificate
- certificate of good health

b) Children whose physical, mental and emotional development indicate that they will benefit from pre-school education in a regular class. In case of doubt, an assessment should be carried out, as the case may require, by qualified personnel.

Registration

a) Request for registration should be made during the month of May.

b) At a fixed time, parents or other responsible persons should present themselves at the school accompanied by the child. A preliminary assessment should be made and the child shown the Kindergarten room.

Number of Children Per Group

a) It is suggested that a reasonable pupil-teacher ratio is 20-1 (Maximum of 20 children to 1 teacher).

FILES

A file shall be kept on each child. The files will be the beginning of the cumulative records and will help the teacher to know her pupils better and to access their progress, as well as help her judge the effectiveness of her own program and methodology.

Content

The files should contain:

a) Application form
b) Copy of birth certificate or proof of birth
c) Medical reports
d) Test reports and scores - hearing, speech, psychological (mental), etc.
e)* Parent evaluation and expectation form
f) Sample of child's work
g) Anecdotal records
h) Brief accounts of parent interviews
i) Teacher records of child's progress

The file is confidential and should not leave the school.

* Sample forms, see pages 147 and 163.

SCHOOL CALENDAR

The school calendar adopted by the regions should be applied to the Kindergarten as well (Part IV, 72). However, the teachers of the Kindergarten can devote the 1st week of school to interviews with parents and children or staggered attendance if deemed necessary. Kindergarten children attend school for ½ day only, up to a maximum of 3 hours.

SUPERVISION OF THE KINDERGARTEN PROGRAMS

Principals

The Kindergarten is an integral part of school life and the quality of its program depends upon the type of leadership the principal provides. Principals should obtain a good understanding of the problems and the demands of teaching at this level. Although the specific objectives of any Kindergarten will be set up according to the needs of the children to be served, the community environment with its unique positive features as well as social problems, and the physical setting within which the program will function, the principal will ensure that the Kindergarten is consistent with the philosophy of the Department of Education.

Suggestions:

Provision should be made to allow the Kindergarten teacher to have recesses at the regular times.

a) Kindergarten children have recesses paired with older "buddies" at the beginning of the year to ensure safety.
b) Teacher aides or volunteers read a story or supervise snacks.
c) Various alternatives can be sought at a joint project Kindergarten teacher level.

Periodic grade meetings be held with K-3 staff to share concerns, ideas, etc. as well as individual Kindergarten meetings.

The principal should be available on a regular basis (e.g. 15 min. a.m., 15 min. p.m. per week) at his/her office to see individual and group projects Kindergarten children have worked on.

The principal will intermittently drop in on Kindergartens in progress to talk to the individual children.

SCHOOL _____ DATE _____

KINDERGARTEN REGISTRATION

NAME: .....

ADDRESS: .....

BOX: ..... PHONE NO: .....

NAME AND ADDRESS OF SITTER: .....

..... PHONE NO: .....

BROTHERS AND SISTERS AGE GRADE

BEST FRIEND: ..... AGE: .....

DOES FATHER TRAVEL FREQUENTLY? .....

PREVIOUS GROUP EXPERIENCE: .....

REACTION: .....

PROBLEMS IN SEPARATION FROM PARENTS: .....

SPEECH:

AGE OF ONSET OF SPEECH: .....

ANY CONCERNS RE SPEECH OR PROBLEMS UNDERSTANDING IT? .....

SECOND LANGUAGE? .....

SPEECH THERAPIST'S ASSESSMENT: .....

.....

COMMENTS: .....

.....

.....

.....

HAS HE ANY SPECIAL WORRIES OR FEARS? .....

HAVE THERE BEEN ANY PAST EXPERIENCES THAT COULD CAUSE DIFFICULTIES IN ADJUSTING TO SCHOOL? .....

HOW WOULD YOU DESCRIBE CHILD'S TEMPERAMENT? .....

MODE OF DISCIPLINE FOUND MOST EFFECTIVE: .....

WHAT ARE HIS SPECIAL INTERESTS AND TALENTS? .....

.....

.....

159

DOES CHILD NEED SPECIAL CARE OF ANY KIND? .....

.....

DOES CHILD USUALLY NAP IN THE AFTERNOON OR SLEEP LATE IN THE MORNING? .....

.....

IS HE RIGHT OR LEFT HANDED? .....

CAN HE REMEMBER A SHORT STORY, MESSAGE OR TELEPHONE NUMBER? .....

.....

CAN HE DRESS HIMSELF UNAIDED? .....

CAN HE TELL HIS FULL NAME AND ADDRESS OR TELEPHONE NUMBER ON REQUEST? .....

.....

DOES HE KNOW PARENTS' FIRST NAMES? .....

COMMENTS: .....

.....

.....

.....

.....

160

KINDERGARTEN HEALTH SCREENING REPORT

DATE: .....

NAME: .....

BIRTHDATE: .....

BRIEF FAMILY MEDICAL HISTORY (EPILEPSY, DIABETES, ETC.)

.....

.....

CHILDHOOD ILLNESSES & COMMUNICABLE DISEASES

.....

.....

.....

ANY CONCERNS RE EYESIGHT? YES / NO

SEEN BY AN EYE SPECIALIST? YES / NO

ANY CONCERNS RE HEARING? YES / NO

HEARING TEST BEFORE? YES / NO

FREQUENT EAR INFECTIONS? YES / NO

BED WETTING: ..... THUMB SUCKING .....

SLEEP PATTERNS: .....

HOSPITALIZATIONS (IF ANY):

.....

.....

FAMILY DOCTOR: .....

MEDICAL CLINIC: .....

HAS CHILD BEEN ON ANY LONGTERM MEDICATION? .....

AT PRESENT: ..... TREATMENT CONCLUDED: .....

HAS CHILD ANY ALLERGIES? .....

IF SO, TO WHAT? .....

.....

RAPID CHECK:

VISION: R/E ..... L/E .....

URINALYSIS: .....

HAEMOGLOBIN (IF DONE) .....

161

DENTAL HEALTH: .....

HEARING SCREENING RESULT: .....

COMMENTS: .....

.....

.....

.....

PUBLIC HEALTH NURSE

ADDITIONAL/CONTINUING MEDICAL DATA

DATE	NATURE

162

NAME: .....

CHILD'S NAME: .....

ADDRESS: .....

PARENT INTEREST SURVEY

As a parent you are a valuable resource to a Kindergarten program. This survey will help me to get to know you better and to identify the special interests, talents, backgrounds, or resources which you can share with us.

You may wish to participate by working directly with the children in a small group or the entire class. If you are not comfortable doing that, you may wish to enrich our program by other means.

Tell us something about yourself.

Occupation - carpentry, geology, mechanic, fisherman, trapper, typing, nursing, cooking, policeman, fireman, teaching, experiences in libraries, other.

.....

.....

Artistic & Recreational - painting, sewing, singing, carving, dramatics, photography, gardening, dancing, music, other.

.....

.....

Ethnic Background - costumes, food, music-dancing, language, festive traditions, other.

.....

.....

Special Resources - pictures, slides, stamps, etc. from other regions of N.W.T., Canada and other countries. Collections of rocks, coins, models, etc. Unusual pets, antiques, other.

.....

.....

Special Interests & Abilities - story-telling, puppetry, magic tricks, dress-up, card playing, other.

.....

.....

Any other talent: .....

Would you like to be involved in any way with the program? .....

How often? .....

Would you like to help in other areas, e.g. gathering materials for projects, making items, etc.

.....

Thank you for your time in the interest of our children.

163

Teacher's name

SAMPLE FORM ONLY

MEMO TO PARENTS

Throughout the school year, teachers at _____ School plan useful learning experiences for children in connection with field trips or excursions.

Parents will be notified in advance of organized field trips. We wish to have filed in the principal's office a consent form, signed by parents indicating their willingness to have their children participate.

If parents are willing to assist teachers in transportation and supervision of pupils, we must be sure that these parents carry public liability insurance.

PLEASE RETURN TO SCHOOL

- -

I hereby give consent for my child _____

_____, to take part in field trips organized and supervised by the teachers at _____ School for the 197_ - 7_ school year.

_____

NAME OF PARENT

APPENDICES

CURRICULUM GUIDES

ASSOCIATIONS

BIBLIOGRAPHY

ASSOCIATIONS

(bulletins and pamphlets available upon request)

Canadian Association for Young Children
77 Cartier Street, Apt. 206
Ottawa, Ontario
K2P 1J7

Child Study Centre
Faculty of Education
University of British Columbia
Vancouver 8, B.C.

Institute of Child Study
University of Toronto
45 Walmer Road
Toronto, Ontario

Vanier Institue of the Family
151 Slater
Ottawa, Ontario
K1P 5H3

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3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016
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** Membership is recommended.

WHY?

I know a curious little boy,
Who's always asking "Why?"
Why this, why that, why then, why now,
Why not, why by-and-by?

He wants to know why wood should float,
When lead and marbles sink;
Why stars should shine and winds should blow,
And why we eat and drink.

He wants to know why ice should melt;
Why spiders eat the flies;
Why bees should sting, and why the yeast
Should make the dough to rise.

Some of his whys are not too hard
To answer, if you'll try;
But others – no one ever yet
Has found the reason why.

– Unknown

WHY ?

Why stop here? Don't.
No guidebook can ever be
a complete guide and
your ideas are needed; to
be shared with everyone.

Blank pages have been
added to this book for your
suggestions, ideas and comments.
Please send them to Education
Programs and Evaluation Division,
Department of Education, Government
of the Northwest Territories,
Yellowknife, N.W.T. X1A 2L9 and we
will see that a copy reaches all our
other Kindergarten teachers.

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Lower right page 2.

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THEMES								
	Discussion Topics	Handwork	Math Readiness	Reading Readiness	Music, Songs, Poems, Finger-plays, movement	Filmstrips, Films and Stories	Science Activities	Other
Day 1								
Day 2								
Day 3								
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Day 5								

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